KINGAROY STATE HIGH SCHOOL

SENIOR STUDIES HANDBOOK

YEAR 11 – 2024

YEAR 12 – 2025

All information is correct at the time of publishing but may change.

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From Your Principal

Dear Students,

Welcome to Year 11 at Kingaroy State High School.

With this booklet, the staff of our school aim to assist you in selecting Year 11 and 12 subjects to suit your particular interests, backgrounds and future needs.

We hope that during the next two years you will take advantage of the opportunities offered, not only to acquire the knowledge, skills and processes needed for success in further education and employment, but also to extend your personal and social development, which is also so important for a productive and satisfying life.

As you enter Year 11, we ask you to choose your subjects carefully, and also to consider the issues and challenges for all of us that are outlined in the school's **Statement of Purpose** and **Principles and Beliefs Central to the Senior Curriculum**, both of which are printed on the following pages.

We wish all students entering Year 11 a rewarding, challenging and enjoyable two years.

David Thomson
Principal

Senior Phase of Learning

The Queensland Government introduced new laws, effective from 2006, which require young people to be learning or earning. All young people are required to complete Year 10 at school and go on to undertake a further two years of education and/or training, or full-time employment (25 hours per week), or Certificate III vocational qualification, or until they turn 17 years of age.

The Queensland Government's *Education and Training Reforms for the Future* initiative encourages students to choose from a broad range of learning options when they make choices about their future education and/or training.

Please note that students complete six subjects in Years 11 and 12.

The stages of the Senior Phase of Learning are:

1. Plan

Each student needs to identify and plan what they will study and learn during this phase. Students have already been involved in career education sessions. This process will continue with the selection of subjects for Years 11 and 12 through the required Senior Education and Training Plan, (SET Plan) interview.

Once agreed, the SET Plan is implemented. Progress will be monitored against the plan and any changes will need a SET Plan Review interview.

2. Register

Every young Queenslander must be registered with the Queensland Curriculum and Assessment Authority (QCAA) in Year 10 or in the year before they turn 16, whichever comes first. The school is responsible for this registration which automatically opens an individual learning account. Also, a learner unique identifier (LUI) will be allocated to each student.

An individual's learning account records a student's progress towards a Queensland Certificate of Education (QCE). This can be viewed by students online.

3. USI...bringing your skills together

All students undertaking nationally recognised training delivered by a registered training organisation will need to have a Unique Student Identifier (USI).

A USI gives students access to their online USI account and is made up of ten numbers and letters. It will look something like this: **3AW88YH9U5**.

In time, a USI account will contain all of a student's nationally recognised training records and results from 1 January 2015 onwards. A student's results from 2015 will be available in their USI account. When applying for a job or enrolling in further study, students will often need to provide their training records and results. One of the main benefits of the USI is students will have easy access to their training records and results throughout their life.

Students can access their USI account online from a computer, tablet or smart phone anywhere and anytime. All students are required to have a USI at Kingaroy State High School to enable them to complete a First Aid course.

4. 'One to One' Device or BYOX

The school believes ALL year 11 students should have their own device to access daily in their lessons and to complete research and assessment at home.

Statement of Purpose

Kingaroy State High School prepares students for life.

The school community believes that: -

1. The school is a place of high-quality learning.
2. The school equips students with knowledge and skills to meet the needs of a changing society.
3. The school operates as a caring environment and recognises the worth of every member.
4. Each student has the opportunity to participate in the learning process, having regard for individual needs and abilities.
5. High personal standards, including honesty and working to the best of one's ability, are essential.
6. Each person contributes to the achievement of common and individual goals.
7. Every student succeeds through honesty and diligence.

Some Principles and Beliefs Central to the Curriculum

This school meets the challenge of catering well for the diverse range of interests and needs of its senior student population by offering a broad range of General and Applied subjects as well as a variety of Vocational and Educational Training programs:

- Student learning opportunities are further extended by the opportunities offered for students to be involved in a range of co-curricular activities, Short Courses and Sport.
- It is considered important students accept ownership of, and responsibility for, their learning and behaviour. Students are expected to complete homework and assignments at home in their own time and to be task-oriented and businesslike in their daily classroom activities.
- The school strives to provide not only the opportunities, but also the motivation and encouragement to all students to achieve their best in the subjects they study, and to show increasing maturity and sensitivity in their interactions with others.

This booklet gives an outline of the subjects which are available to the senior students of Kingaroy State High School. The task of choosing subjects to be studied in Years 11 and 12 is not easy. The selection of subjects should be made after much careful consideration, as the decisions made will have an influence on the student's career and future.

Types of Subjects Offered

Kingaroy State High School offers the following types of subjects:

General subjects
These subjects, approved by the Queensland Curriculum and Assessment Authority (QCAA), are offered state wide in Queensland secondary schools and colleges and are used in the calculation of the ATAR (Australian Tertiary Admission Rank).

- Students who do not achieve a "B/C" standard or better in a Year 10 subject may find related General subjects in Year 11 and 12 difficult.
- Your ATAR is dependent on how well you achieve in your subjects.
- You need to choose subjects in which you have the best chance of doing well and which you will enjoy.
- These subjects contribute to the QLD Certificate of Education (QCE) if the required standard is reached. (See QCE credit table for details.)

General syllabuses are developmental four-unit courses of study.
Units 1 and 2 provide functional learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.
Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is **summative** and student results contribute to the award of a QCE and to ATAR calculations.

Assessment
Units 1 and 2
The school decides the sequence, scope and scale of assessments for Units 1 and 2. These assessments reflect the local context. Teachers using the specific subject syllabus, determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.
Unit 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. The school develops at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit.
Schools report satisfactory completion of Units 1 and 2 to the QCAA, and will report levels of achievement to students and parents/carers using an A – E scale.

Units 3 and 4
Students complete a total for four summative assessments – three ***internal*** and one ***external*** – that count towards the overall subject results in each General subject.
The School will develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General Syllabus.
The three summative internal assessments are endorsed by the QCAA before they are used in the school. Student's results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessments are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. ***For most subjects this is 25%; for Mathematics and Science subjects it is 50%.***

Instrument-specific marking guides
Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument. Schools cannot change or modify an ISMG for use with summative internal assessment. As part of quality teaching and learning the school will discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment
External assessment is summative, developed by the QCAA, and adds valuable evidence of achievement to a student's profile. External assessment is:

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

The external assessment contributes 25% of the overall subject result in most senior subjects and generally assesses Unit 4 of the syllabus. In Mathematics and Science

General Subjects external assessment contributes 50% of the overall subject result and assesses Units 3 and 4.

The QCAA will determine the timing of external assessments. External assessment occurs in ***Term 4*** of Year 12, during ***October*** and ***November*** with specific dates being made available midway through Year 12.

Subjects

General	Applied	VET
• Accounting • Ancient History • Biology • Business • Chemistry • Dance • Design • Digital Solutions • Drama • Earth and Environmental Science • Economics • English • Food and Nutrition • General Mathematics • Geography • Health • Legal Studies • Mathematical Methods • Modern History • Music • Physical Education • Physics • Psychology • Special Mathematics • Visual Art	• Agricultural Practices • Aquatic Practices • Early Childhood Studies • Essential English • Essential Mathematics • Furnishing Skills • Music in Practice • Social and Community Studies • Sport and Recreation • Tourism • Visual Arts in Practice	***Certificate II*** • Active Volunteering • Applied Digital Technologies • Construction Pathways/Cert 1 Construction • Engineering Pathways • Hospitality • Skills for Work and Vocational Pathways • Workplace Skills ***Certificate III*** • Fitness Cert 3

Applied subjects

Applied subjects are based on QCAA developed syllabuses. **One Applied subject (plus four General subjects) may be used in the calculation of an ATAR score.** Applied subjects emphasise practical skills and knowledge relevant to specific industries. These subjects contribute to the QCE if the required standard is reached. (See QCE credit table.)

Applied syllabuses are developmental four-unit courses of study.

- Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content ie the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.
- Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to the ATAR calculation.

Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

The school develops at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments will provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

For each assessment instrument the school will develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. The school develops assessments to allow students to demonstrate the range of standards.

Essential English and Essential Mathematics — Common internal assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. The school will develop *three* of the summative internal assessments for each of the above senior subjects and the other

summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

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

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

Vocational Education and Training (VET)
Student achievement in accredited vocational education competencies is based on industry-endorsed competency standards and this may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to courses at TAFE institutes and other registered training organisations. The certification issued on successful completion of competencies carries the same national recognition as those provided through TAFE or private providers. These certificates contribute to the QCE when completed.
See VET funding table below.

Other
These are subjects other than General or Applied subjects, offered by a school or other educational institution and approved by the QCAA, including approved TAFE subjects or qualifications from specialist-accredited agencies, eg music or dance. These subjects may contribute to the QCE if the required standard is reached. (See QCE credit table.)

1	2	3
SCHOOL As many dips into this bucket as you like 	**VETIS FUNDING** **1 dip only** 	**SCHOOL BASED TRAINEESHIP/ APPRENTICESHIP FUNDING** **1 dip only** 
-School based certificate courses (not BLUEDOG) ▪ Cert II in Active Volunteering ▪ Cert II in Applied Digital Technologies ▪ Cert II in Hospitality ▪ Cert II in Workplace Skills ▪ Cert II in Skills for Work and Vocational Pathways	**Any of the courses in column 1 and 1 of either:** ▪ *Cert I Construction /Cert II Construction Pathways* ▪ *Cert II Engineering Pathways* ▪ *Cert III Fitness* **OR** **At TAFE- 1 VET certificate only** - see subject selection booklet Not both - If you do a **TAFE course**, you cannot do a school-based BLUEDOG course.	**Any of the courses in column 1 and only 1 from column 2 and a:** **School–based Traineeship** **Or** **Apprenticeship (SAT)**

Short Courses

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

For more information about the ACSF see:
https://www.education.gov.au/australian-core-skill-framework

After finishing Year 12 …

Senior Education Profile

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

- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see:

www.qcaa.qld.edu.au/senior/certificates-qualifications/sep

Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.
A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Choosing Senior Subjects

The process will involve the SET Plan interview. This is a structured interview with the student, accompanied by a carer or carers, by ONE of the interviewing staff. The purpose of the interview is to formalise the decision on an individual course of study/training appropriate to abilities, interests, needs, future options to which there is student, parent and school commitment.

Subject selection and Year 11 enrolment is only considered final on the satisfactory completion of the SET Plan Interview.

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school. Students are to participate in six subjects while in Years 11 and 12.

Overall Plan

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

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

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

Some Simple Guidelines

1. Find out about occupational pathways

It is helpful if you have a few career ideas in mind before choosing subjects and you should refer to the career exploration already completed. If you are uncertain about this at present, then select subjects that will keep several career options open to you. Your Guidance Officer will be able to help you get started. The following resources

are available in schools and give you information about occupations and the subjects and courses needed to gain entry to these occupations.

- Australia's National Career Information Service, called *myfuture*, can be accessed at: www.myfuture.edu.au.
- Brochures from industry groups provide information on the various pathways to jobs within these industries.
- The *QTAC Guide* is useful for information on tertiary courses offered through QTAC.
- Queensland TAFE Handbook at: www.tafe.qld.gov.au/ .
- MyPath, an online tool produced by QTAC to help students choose their senior subjects and determine ATAR eligibility and ensure prerequisites are met.

2. Find out about the subjects offered by our school in this Handbook

3. Check out each subject fully

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

- Read subject descriptions and course outlines in the booklet provided by the school
- Talk to Heads of Department and teachers of each subject
- Look at books and materials used in the subject
- Listen carefully at subject selection talks
- Talk to students who are already studying the subject
- Check subject prerequisites
- Fully understand the requirements of the subject-assignments, exams, trips, camps etc.

4. Make a decision on a combination of subjects that suits your requirements and abilities

Do consider:

- Your abilities, aptitudes, interests, results in Year 10
- Your needs – prerequisites, assumed knowledge, useful skills
- Your own particular circumstances

Do not be influenced by:

- What your friends or others are choosing
- Suggestions that some subjects are better for gaining a higher ATAR than others
- Which teachers are likely to be teaching a particular subject

Tertiary Entrance

If you wish to study degree or diploma courses at university or TAFE after Year 12, ensure you select the prerequisite subjects required for your preferred courses. These are listed in *Tertiary Prerequisites 2025*.

By checking this information you will become aware of the distinction between:

- **pre-requisite** subjects (subjects which **must** be taken to enrol in future courses or careers)
- **assumed** subjects – (the minimum level of achievement considered necessary for successful first year tertiary study)
- **recommended** subjects (not essential, but which are likely to make future courses easier to follow)
- **useful** subjects (not essential, but give a general background or help develop particular skills).

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

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

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

English requirement

Eligibility for an ATAR will require ***satisfactory completion*** of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a 'C' Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language. While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

The ATAR is the standard measure of overall school achievement used in all of the Australian States and Territories. It is a rank indicating a student's position overall relative to other students.

The ATAR is expressed on a 2000 point scale from 99.95 (highest) to 0 in increments of 0.05. ATARs below 30 will be reported as 30 or less. The ATAR will be calculated by combining a student's best 5 subject scaled scores. Scaled scores will be derived from a student's subject results as reported to QTAC by the QCAA using a process of inter-subject scaling.

Inter-subject scaling

Inter-subject scaling is where raw scores for a subject are adjusted so results for that subject can be compared fairly with the results of any other subject.

- **Vocational Education** The offering of VET subjects at Kingaroy State High School is subject to registration processes, available teachers and resources. Once students are enrolled in a certificate course offered by the school, the school will complete training and if circumstances arise where the school can't complete the training, another suitable RTO will complete the training. Students will be formally notified of arrangements were this to occur. For any VET Certificates, students and parents/guardians will be made aware that late enrolment will mean that the Training and Assessment Agreement will be for the negotiated package of units which will lead to a Statement of Attainment.

Consider taking subjects with vocational education modules embedded in them if:

- The subject relates to or could provide a pathway to a job that attracts you
- Success in the subject may give you advanced standing (credit) in a higher-level course in which you are interested
- You are interested in the subject and think you would enjoy studying it, while you gain skills
- Your past results suggest some General subjects may be too difficult.

School-based apprenticeships and traineeships

You may have an opportunity to complete Year 12 and begin an apprenticeship or traineeship while you are still at school.

Be sure that you understand that apprenticeships and traineeships are legally binding, formal agreements. When you sign the agreements, you are agreeing to particular work and training requirements, as is your host employer.

Check all documents carefully with a teacher and a trusted adult to ensure that you fully understand what is required of you, the school, and the employer in the agreement.

These apprenticeships and traineeships contribute to the QCE if the required standard is reached. See the QCE credit table for more details.

5. Be prepared to ask for help

If you and your parents/carers are still uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to— Teachers, Heads of Departments, Guidance Officer, Deputy Principal and Principal. Don't be afraid to seek their assistance. They are all prepared to help.

It is highly recommended that you seek information first hand, about your particular circumstances.

Kingaroy SHS QCE Credits 2024

Name	Description	QCE Credits Awarded	
General Subjects	Subjects approved by QCAA for calculation of ATAR.	4	
Applied Subjects	Subjects based on QCAA developed Study Area Specifications, not used in calculating ATAR.	4	
Certificate II in Skills for Work and Vocational Pathways	Undertaken in Year 12, follows on from Certificate II in Active Volunteering. This Certificate can be picked up in Year 12. Requires the completion of 3 - 5 days Work Placement in Term 1.	4	8 credits over 2 years
Certificate II in Active Volunteering	Stand-alone course in Year 11. Requires the completion of 20 hours Work Placement in Term 1.	4	
Certificate II in Applied Digital Technologies	Stand-alone course over Years 11 and 12.	4	
Certificate II in Workplace Skills	Stand-alone course over Years 11 and 12.	4	
Certificate II in Hospitality	Stand-alone course over Years 11 and 12. Requires the completion of Work Placement in student's own time.	4	
Certificate I in Construction/Certificate II in Construction Pathways	Delivered and assessed by Blue Dog Training and Kingaroy SHS staff over Years 11 and 12.	4	
Certificate II in Engineering Pathways	Delivered and assessed by Blue Dog Training and Kingaroy SHS staff over Years 11 and 12.	4	
Certificate III in Fitness	Delivered and assessed by Binnacle Training and Kingaroy SHS staff over Years 11 and 12. Practical component included.	8	

The Subjects...

Some general points from the Deputy Principal:

1. The school operates a **Student Resource Scheme** which is supported and endorsed by our P & C Association. The resource **fees** charged for **2024** are **$220.00 per student per year** level and covers a large variety of items such as text book hire, resource books, class work books, software, school diary and the student ID card.

2. If the subject attracts an **'additional subject fee'** this is indicated at the bottom of the page relating to that subject. The additional subject fee covers some of the consumables used in these subjects. The students also get to take home the items made in these subjects on payment of the additional subject fee. If there are financial concerns with any of the school fees we encourage our families to contact the Business Manager to discuss payment plan options.

3. While there is a lot of information contained in the following pages, it is vital that students **speak** to both **the Guidance Officer** about career issues, as well as **relevant Heads of Department** and also **class teachers** about the specific details regarding content, assessment and excursions of individual subjects.

The SET Plan

A **SET P**lan is formulated with the student, a parent/guardian and a Kingaroy State High School staff member. Initial steps for the SET Plan will be completed in the classroom by the students. Once the discussion and plan is completed all parties involved will sign the SET Plan. Six subjects will be chosen on the SET Plan.

By signing the SET Plan you agree to all the terms and conditions of the SET Plan. If the parties do not agree to one or more of the items listed in the agreement, then it must be noted and initialled. This plan can be reviewed/updated only by another SET Plan interview.

The SET Plan will be reviewed throughout Year 11 and 12. Any subject change or Plan update will require a SET Plan Review meeting with the Guidance Officer.

The terms and conditions of the SET Plan:

1. The young person, assisted by parents/carers, will be responsible for the original of the SET Plan and the original of a changed or updated SET Plan.
2. The School can keep a copy of the SET Plan and any changed or updated copies.
3. The School can make required changes to the SET Plan noting any changes made and the date of each change as an ongoing process with the young person and their parents/caregivers.
4. The School will keep a record of changes made to the SET Plan and provide secure storage for the copy of the SET Plan.
5. The School will determine which employed personnel can view the details of the SET Plan.
6. The School will keep a copy of the SET Plan on file when the young person leaves the School.
7. If required, a copy of the SET Plan can be forwarded to the student's new school or learning provider.
8. The suggested time to forward a copy of the SET Plan to a new school or learning provider is within 12 weeks after the young person leaves.
9. The School can use information from the SET Plan to provide statistical information to education and training sectors and authorities.
10. The School, in consultation with the young person and parents/caregivers, can contact a Youth Support Co-ordinator or other government agencies if additional support is needed by the young person.
11. The School can contact the Youth Support Co-ordinator or other government agencies if the young person is at risk of disengaging from learning.
12. The School can contact other learning providers who may contribute to the learning completed by the young person during the Senior Phase of Learning.
13. By signing the Set Plan I agree to all the policies and procedures related to VET that are outlined in all School documentation pertaining to VET.
14. For any VET certificates, *"I am aware late enrolment means that my training and assessment agreement is for the negotiated package of units which will lead to a statement of attainment."*

General Subject Information

Accounting (060) Department: Humanities and Business Status: General

Students develop an understanding of the essential role accounting plays in the successful performance of any organisation. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce. It is strongly recommended that students should be achieving at least a C in English and Maths in Year 10 to select this subject.

Content and Assessment:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
1.1	Accounting for a service business – cash, accounts receivable, accounts payable and no GST	By the conclusion of the course of study, students will: • describe accounting concepts and principles • explain accounting concepts, principles and processes • apply accounting principles and processes • analyse and interpret financial data and information to draw conclusions • evaluate accounting practices to make decisions and propose recommendations • synthesise and solve accounting problems • create responses that communicate meaning to suit purpose and audience.	Examination –Combination response, including short items, practical items and extended response item	Supervised	90 – 120 mins with 10-15 mins perusal
1.2	End-of-month reporting for a service business				
2.1	Accounting for a trading GST business		Examination - Combination response, including multiple choice, practical items, and interpretive items	Supervised	90 – 120 mins with 10-15mins perusal
2.2	End-of-year reporting for a trading GST business		Project - Extended response – Business report	Unsupervised	4 weeks
3.1	Monitoring a business		Examination – Combination response including short items, practical items and extended response item	Supervised	120 mins with 15 mins perusal
3.2	Monitoring a business		Examination – Combination Response including multiple choice, practical items, and interpretive items	Supervised	120 mins with 15 mins perusal
4.1	Accounting – The Big Picture		Project – Cash Management Extended response – Business report	Unsupervised	4 weeks
4.2	Accounting – The Big Picture		Examination – Combination Response, including multiple choice, practical items, and interpretive items	Supervised	120 mins with 15 mins perusal

Requirements:

Ancient History (020) Department: Humanities and Business Status: General

Ancient History is the study of people, societies and civilisations of the past from the development of the earliest humans to the end of the Middle Ages. Students will explore the interaction of societies and the impact of individuals and groups on ancient events and the development of features of the modern society. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving archaeological and written evidence. To study Ancient History a student must be achieving a C or higher in English and a C or better in one semester of a Social sciences subject in Year 10.

Content and Assessment:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
1 Investigating the ancient world	Digging up the past.	Comprehend terms, issues and concepts in relation to archaeology and ancient societies. Devise historical questions and conduct research in relation to the features of an ancient society. Analyse historical sources and evidence to show understanding about the Ancient World. Synthesise information from historical sources and evidence to form a historical argument in relation to archaeological issues and sites. Evaluate historical interpretations to make judgments about the Ancient World. Create responses that communicate meaning to suit purpose.	Examination – short responses to historical sources 25%	3 – 5 questions, up to 12 sources not provided before the exam.	2 hours + 15 mins planning 800 – 1000 words
	Ancient societies – New Kingdom Egypt - Beliefs, rituals and funerary practices OR Weapons and Warfare.		Investigation – independent source investigation 25%	5 weeks, including 15 hours of class time.	1500 – 2000 words
2 Personalities in their times	Depth studies of 2 key personalities of the Ancient World eg Hatshepsut, Boudicca		Investigation – historical essay based on research 25%	5 weeks, including 15 hours of class time.	1500 – 2000 words
			Examination – essay in response to historical sources	Seen and unseen sources. Seen sources given a week in advance.	2 hours + 15 mins planning 800-1000 words
3 Reconstructing the ancient world	Fifth Century Athens	Comprehend terms, issues and concepts in relation to archaeology and ancient societies. Devise historical questions and conduct research in relation to the features of an ancient society. Analyse historical sources and evidence to show understanding about the Ancient World. Synthesise information from historical sources and evidence to form a historical argument in relation to archaeological issues and sites. Evaluate historical interpretations to make judgments about the Ancient World. Create responses that communicate meaning to suit purpose.	Examination – essay in response to historical sources 25%	Seen and unseen sources. Seen sources given a week in advance.	2 hours + 15 mins planning 800-1000 words
	Pompeii and Herculaneum		Investigation – independent source investigation 25%	5 weeks, including 15 hours of class time.	1500 – 2000 words
4 People, power and authority	Civil War – Breakdown of the Roman Republic		Investigation – historical essay based on research 25%	5 weeks, including 15 hours of class time.	1500 – 2000 words
	QCAA to nominate the topic – eg Rameses II, Themistokles, Augustus		Examination – short responses to historical sources 25%	External assessment: 3 – 5 questions, up to 12 sources not provided before the exam.	2 hours + 15 mins planning 800 – 1000 words

Excursion: Exhibition of artefacts at the Qld Museum if it has relevance to the units in that semester.

Requirements: A4 notebook or ring binder not shared with other subjects and a USB stick.

Biology (042) Department: Science Status: General

Biology is the study of life and deals with all phenomena related to life and living organisms. Students plan and carry out field work, laboratory and research investigations, interpret evidence, analyse and evaluate claims, apply biological knowledge and communicate using appropriate science genres. Biology is a pathway to further education and employment in medicine, forensics, veterinary science, food and marine sciences, agriculture, biotechnology, environmental sciences, conservation science and many related fields. It is strongly recommended that students choosing Biology achieve at least a B in Year 10 Science.

Content and Assessment:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
1.1	Cells as the basis of life	Laboratory skills, microscopy skills, application of understanding, data analysis and interpretation, evidence interpretation.	Data test (10%)	Unseen data stimulus. Formal exam conditions.	70 mins (10 mins perusal + 60 mins)
1.2	Multicellular organisms	Experimental design and technique, scientific communication (formal report writing), data analysis and interpretation, evaluation of experimental processes.	Student Experiment (20%)	Class and Own time	3 weeks 1500 -2000 words
2.1	Homeostasis	Application of understanding, Analysis and interpretation of research information, research skills, scientific communication.	Research Investigation (20%)	Class and own time	3 weeks 1500 – 2000 words
2.2	Infectious diseases		Exam (50%) covers all of Units 1 and 2	Formal exam conditions two papers: 1. Short response items 2. Combination response	100 mins (10 mins perusal + 90 mins)
3.1	Describing biodiversity	Field Study techniques, use of scientific technology, Application of understanding, data analysis and interpretation, evidence interpretation.	IA 1. Data test (10%)	Unseen data stimulus. Formal exam conditions.	70 mins (10 mins perusal + 60 mins)
3.2	Ecosystem dynamics	Experimental design and technique, scientific communication (formal report writing), data analysis and interpretation, evaluation of experimental processes.	IA2. Student Experiment (20%)	Class and Own time	3 weeks 1500 -2000 words
4.1	DNA, genes and the continuity of life.	Application of understanding, Analysis and interpretation of research information, research skills, scientific communication.	IA3. Research Investigation (20%)	Class and own time	3 weeks 1500 – 2000 words
4.2	Continuity of life on Earth		EA. Exam (50%) covers all of Units 3 and 4.	Formal exam conditions two papers: 1. Short response items 2. Combination response	100 mins (10 mins perusal + 90 mins)

Excursion:

Content	Approx. date	Destination	Approximate Itinerary	Assessment item
Biodiversity and Ecosystems	Year 12 Week 4	Coolum	2 day excursion	Mandatory Practical

Requirements: Students require a large notebook and writing materials, students are also required to purchase the Biozone Student Workbook (Cost $35 for each year - Year 11 and Year 12) and the Year 12 Excursion cost is approximately $200.

Business (066) Department: Humanities and Business Status: General

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. Business is a General subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work.

Content and Assessment:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
1.1	Fundamentals of business	This topic introduces students to the fundamentals of business developed through four themes: business goals and strategies, environmental factors, leadership and management, and business processes and systems.	Examination — combination responses aligned with Topics 1: Fundamentals of business	Supervised	2 hours
1.2	Creation of business ideas		Extended response – feasibility report	Unsupervised	1500 – 2000 words 4 weeks
2.1	Establishment of a business	Students explore concepts, strategies and processes used by businesses in the start-up and growth stages of the business life cycle. Students explore leadership and management across the key business functions, including financial, human resources, marketing and operations in the growth stage.	Investigation – business report aligned with Topic 2: Entering markets	Unsupervised	1500 – 2000 words 4 weeks
2.2	Entering markets		Examination — combination responses aligned with Topic 2: Entering markets.	Supervised	2 hours
3.1	Competitive markets	Students explore strategies and practices used by businesses in the maturity stage of the business life cycle. Students investigate diversification strategies, with a specific focus on expansion into global markets, and emerging strategies providing a competitive advantage.	Summative internal assessment 1: Examination — combination response	Supervised	2 hours
3.2	Strategic development		Summative internal assessment 2: Investigation — business report	Unsupervised	1500 – 2000 words 4 weeks
4.1	Repositioning a business	In Unit 4, students investigate the challenges for businesses in the post-maturity stage of the business life cycle and explore the leadership and management required when repositioning or transforming a business using financial, human resources, marketing and operations management strategies.	Summative internal assessment 3: Extended response — feasibility report	Unsupervised	1500 – 2000 words 4 weeks
4.2	Transformation of a business		Summative external assessment: External examination	Supervised	2 hrs

Requirements:

Chemistry (040) Department: Science Status: General

Chemistry is the study of materials and their properties and structure. 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. 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. It is strongly recommended that students choosing Chemistry achieve at least a B in Year 10 Science.

Content and Assessment:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
1.1	Properties and structure of materials	Laboratory skills, application of understanding, data analysis and interpretation, evidence interpretation.	Data Test (10%)	Unseen data stimulus. Formal exam conditions.	70 minutes (10 minutes perusal + 60 minutes)
1.2	Chemical reactions	Experimental design and technique, scientific communication (formal report writing), data analysis and interpretation, evaluation of experimental processes.	Student Experiment (20%)	Class and Own time	3 weeks 1500 - 2000 words
2.1	Intermolecular forces and gases	Application of understanding, Analysis and interpretation of research information, research skills, scientific communication.	Research Investigation (20%)	Class and Own time	3 weeks 1500 - 2000 words
2.2	Rate of chemical reactions	Application of understanding, Analysis and interpretation of research information, scientific communication.	Exam (50%) covers all of units 1 and 2	Formal exam conditions two papers: 1. Short response items 2. Combination response	100 minutes (10 minutes perusal + 90 minutes)
3.1	Chemical equilibrium systems	Laboratory skills, microscopy skills, application of understanding, data analysis and interpretation, evidence interpretation.	IA1. Data Test (10%)	Unseen data stimulus. Formal exam conditions.	70 minutes (10 minutes perusal + 60 minutes)
3.2	Oxidation and reduction	Experimental design and technique, scientific communication (formal report writing), data analysis and interpretation, evaluation of experimental processes.	IA2. Student Experiment (20%)	Class and Own time	3 weeks 1500 - 2000 words
4.1	Properties and structure of organic materials	Application of understanding, Analysis and interpretation of research information, research skills, scientific communication.	IA3. Research Investigation (20%)	Class and Own time	3 weeks 1500 - 2000 words
4.2	Chemical synthesis	Application of understanding, Analysis and interpretation of research information, scientific communication.	EA. Exam (50%) covers all of units 3 and 4	Formal exam conditions two papers: 1. Short response items 2. Combination response	100 minutes (10 minutes perusal + 90 minutes)

Excursion:

Requirements:

Students require a large notebook and writing materials. Students are also required to purchase the 'Chemistry Skills and Assessment' book in Year 11 and Year 12 - $30 each year.

Dance (085) Department: The Arts Status: General

Dance uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. By studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Exploring dance through the lens of making (choreography and performance) and responding (analysing dance) engages students in creative and critical thinking. Students will create and communicate meaning through dance and develop aesthetic and kinaesthetic intelligence in addition to personal and social skills.

Content and Assessment:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
Unit 1: Moving bodies	How does dance communicate meaning for different purposes in different contexts?	• Demonstrate an understanding of dance concepts and skills • Apply literacy skills • Organise and apply the dance components • Analyse and interpret dance components and skills • Apply technical skills • Realise meaning through expressive skills • Create dance to communicate meaning • Evaluate dance, justifying the use of dance concepts and skills.	Performance	Internal (20%)	Performance 3 - 4 mins
			Choreography	Internal (20%)	Choreography 2 - 4 mins Statement of Intent 300 – 400 words
Unit 2: Moving through environments	How does the integration of the environment shape dance to communicate meaning?		Project – Dance Work	Internal (35%)	Choreography 3 - 4 mins Performance 3 - 4 mins Statement of Intent 300 – 400 words
			Examination	Internal (25%)	800 – 100 words (2 hours + 20 mins planning time).
Unit 3: Moving statements	How is dance used to communicate viewpoints?		Performance	Internal (20%)	Performance 3 - 4 mins
			Choreography	Internal (20%)	Choreography 2 - 4 mins Statement of Intent 300 – 400 words
Unit 4: Moving My Way	How does dance communicate meaning for me?		Project – Dance Work	Internal (35%)	Choreography 3 - 4 mins Performance 3 - 4 mins Statement of Intent 300 – 400 words
			Examination	External (25%)	800 – 100 words (2 hours + 20 mins planning time).

Excursion: At least one excursion per year to QPAC or similar to view professional live dance performances – Cost is approximately $80.

Requirements: Dance Journal, note pad, black dance pants / leggings, dance department T-shirt, will need to provide some props and costumes for performances and choreography tasks.

Design (048) Department: Technology Status: General

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

Content and Assessment:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
1.1	Design in Practice - Experiencing Design	By the conclusion of the course of study, students will: • Describe design problems and design criteria • Represent ideas, design concepts and design information using drawing and low-fidelity prototyping • Analyse needs, wants and opportunities using data • Devise ideas in response to design problems • Synthesise ideas in response to design problems • Evaluate ideas and design concepts to make refinements • Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.	Formative Internal Assessment Project	Length: Part A: 6–8 A3 pages Part B: one A3 page (maximum 300 words) Part C: one A3 page	The student response must be submitted at the conclusion of the unit.
1.2	Design in Practice - Design Process				
1.3	Design in Practice - Design styles		Formative assessment: Examination — design challenge	Stimulus materials: a maximum of one A3 sheet of visual stimulus provided 24 hours prior to the examination Time: one hour plus planning (15 minutes) Length: four A3 pages All work must be completed individually	Administered during Topic 3.
2.1	Commercial Design - Explore – Clients needs and wants		Formative assessment: Project Formative assessment: Examination — design challenge	Part A: 8–10 A3 pages Part B: one A3 page (maximum 300 words) Part C: 2–3 minute spoken supported by one A3 page A3 sheet of visual stimulus provided 24 hours prior to the examination Time: one hour plus planning (15 minutes) Length: four A3 pages All work must be completed individually	Students may work on the response to the assessment
2.2	Commercial Design - Develop – Collaborative design				
3.1	Human-centred Design - Designing with empathy		Summative Internal Assessment Exam (15%)	Stimulus materials: maximum two A3 sheets of visual stimulus provided 24 hours prior to the examination Four A3 pages	1 hour plus planning (15 minutes) Administered after the first 16 hours of the unit.
4.1	Sustainable Design - Explore- sustainable design opportunities		Summative Internal Assessment Project Folio (35%)	**Part A** 10-12 pages **Part B** one A3 page (maximum 400 words) **Part C** supported by two A3 pages	Students may work on the response to the assessment throughout the unit.
4.2	Sustainable Design - Develop- redesign		Summative Internal Assessment Project Folio (25%)	**Part A** 8-10 pages **Part B** one A3 page (maximum 300 words) **Part C** one A3 page	Students may work on the response to the assessment throughout the unit.
			Summative External Exam – Design Challenge (25%)	Four A3 pages	2 hours plus planning (15 minutes)

Requirements: Sketching pens and markers, 8GB USB (minimum) **Additional Subject Cost: $50**

Digital Solutions (049) Department: Technology Status: General

In Digital Solutions, students will learn about programming languages and user interfaces to provide digital solutions for problems. They will engage with data, information and applications to provide digital solutions. Students will be taught to understand computing's personal, local and global impact and the issues associated with ethical integration of technology into our daily lives. The subject had a problem-solving based learning framework so students develop confidence with dealing with complexity and develop persistence in working with difficult problems.

A 'C' standard or better in both Maths and English is also required in order to be able to cope with the demands of the assessment.

Content and Assessment:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
1	Creating with Code	Understand digital problems User experiences and interfaces Algorithms and programming techniques Programmed solutions	Investigation and Project Folio	5-6 A3 pages 1-2 minutes demonstration of digital solution 2-3 A4 pages of annotated code	Equivalent of 800 words
2	Application and Data Solutions	Data-driven problems and solution requirements Data and programming techniques Prototype Data solutions	Examination and Project Folio	Internal exam 4-5 A3 pages 1-2 minutes multimodal presentation 2-3 A4 pages of annotated code	70 mins Approximately 600-800 words
3.1	Digital Innovation	Interactions between users, data and digital systems Real world problem and solution requirements	Investigation- technical proposal	9 -11 minutes multi modal presentation	Approximately 800 – 1000 words
3.2	Digital Innovation	Innovative digital solutions	Project- Digital Solution.	8-10 A3 pages 2-4 minutes demonstration of digital solution 4-6 A4 pages of annotated code	Equivalent of 1200 words
4.1	Digital Impacts	Digital methods for exchanging data Complex digital data exchange problems and solution requirements	Project- Folio	8-10 A3 pages 1-2 minutes demonstration of digital solution by video recording 4-6 A4 pages of annotated code	Equivalent of 1200 words
4.2	Digital Impacts	Prototype digital data exchanges Cyber security protocols.	Exam	External Exam	2 hours + 10 minutes perusal

Requirements: A BYOX or 'One to One' device is required.

Drama (088) Department: The Arts Status: General

Content and Assessment:

	Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
Year 11	UNIT 1: Share	How does drama promote shared understanding of the human experience?	Students work as actor to collaboratively create a polished performance of a published text that makes social comment for a chosen audience. The text must draw on the inherited practices in the Verbatim style of theatre. Working as actor, students will interpret and rehearse a published text to realise the dramatic purpose inherent in the selected text.	FIA 1: Performance	Preparation time: 9 - 12 hours (rehearsal and presentation); this will involve class time and student's own time Performance Time: 3 – 5 minutes (all students must be actively engaged on stage for a minimum of 3 minutes and no more than 5 minutes)	Refer to conditions column
		How does drama promote shared understanding of the human experience?	Students will work as devisor to create a dramatic concept in response to a live or recorded live performance of a theatrical work. The dramatic concept will be communicated through a written and digital record of key moments of dramatic action.	FIA 2: Project – Dramatic concept	Preparation time: 14–16 hours. Length: 800–1000 words, including digital record of 10–12 images.	Length: 800–1000 words, including digital record of 10–12 images.
	UNIT 2: Reflect	How is drama shaped to reflect lived experience?	Students will work as director to create a directorial vision which will be articulated through a multimodal pitch combining spoken word with digital visual presentation. The pitch will articulate the directorial vision, including evaluation and justification of their dramatic choices. Informed by ideas in the directorial visions, students will present, as an individual or ensemble, an excerpt of the selected text for performance.	FIA 3: Project – practice-led project	directorial vision — 12–18 hours (including preparation and individual presentation) - 5–7 minutes of multimodal pitch (combining spoken word with digital visual presentation) - performance — 6–9 hours (including preparation and group presentation) - 3–5 minutes of performance (all students must be actively engaged on stage for a minimum of 3 minutes).	Refer to conditions column
		How is drama shaped to reflect lived experience?	Students will explore the importance of drama as a means to tell stories and share understanding of the human experience. Upon watching a recorded live performance of a theatrical work students will, under exam conditions, synthesise and argue a position about dramatic action and meaning.	FIA 4: Examination – extended response	Time: 2 hours plus 20 minutes planning time. Length: 800–1000 words.	800 – 1000 words
	UNIT 3: Challenge	How can we use drama to challenge our understanding of humanity?	Students work as actor to collaboratively create a polished performance of a published text that that makes social comment for a chosen audience. The text must draw on the inherited practices in the Absurd or Epic styles of theatre or an appropriate text that makes social comment.	IA 1: Performance	Preparation time: 9–12 hours (rehearsal and presentation); this will involve class time and students' own time. Performance time: 3–5 minutes (all students must be actively engaged on stage for a minimum of 3 minutes and no more than 5 minutes).	Refer to conditions column
Year 12	UNIT 4: Challenge	How can we use drama to challenge our understanding of humanity?	Students will work as devisor to create a dramatic concept in response to a live or recorded live performance of a theatrical work. The dramatic concept will be communicated through a written and digital record of key moments of dramatic action.	IA 2: Project – Dramatic concept	Preparation time: 14–16 hours. Length: 800–1000 words, including digital record of 10–12 images.	Length: 800–1000 words, including digital record of 10–12 images
	UNIT 4: Transform	How can you transform dramatic practice?	Students will work as director to create a directorial vision which will be articulated through a multimodal pitch combining spoken word with digital visual presentation. The pitch will articulate the directorial vision, including evaluation and justification of their dramatic choices. Informed by ideas in the directorial visions, students will present, as an individual or ensemble, an excerpt of the selected text for performance.	IA 3: Project – practice-led project	directorial vision — 12–18 hours (including preparation and individual presentation) - 5–7 minutes of multimodal pitch (combining spoken word with digital visual presentation) - performance — 6–9 hours (including preparation and group presentation) - 3–5 minutes of performance (all students must be actively engaged on stage for a minimum of 3 minutes).	Refer to conditions column
		How can you transform dramatic practice?	Upon watching a recorded live performance of a theatrical work students will, under exam conditions, synthesise and argue a position about dramatic action and meaning.	EA: Examination – extended response	Time: 2 hours plus 20 minutes planning time. Length: 800–1000 words.	800-1000 words

Excursion:

Content	Approx. date	Destination	Approximate Itinerary	Assessment item
Live performance	Dependent upon availability and performance dates	Brisbane	Year 11 and 12 Students will attend a professional live performance The approximate cost of this excursion, including transportation to Brisbane and theatre ticket will be $70 – $90.	The excursion will enable students to develop their knowledge, skills and understanding of live performance, useful in all units of senior drama.
Workshop	Dependent upon availability	Kingaroy	Year 12 Students will attend a day workshop, to prepare for Unit 4	This workshop will prepare students for contemporary performance styles and conventions, so they may apply this knowledge and understanding to their IA3 directorial vision and performance.

Requirements: Theatre blacks, USB, Folder **Additional Subject Cost: $40 p.a.**

Earth and Environmental Science (043) Department: Science Status: General

Earth and Environmental Science provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere. Students plan and carry out field work, research investigations, interpret evidence, analyse and evaluate secondary sources, apply knowledge and communicate using appropriate science genres. A course of study in Earth and Environmental Science can establish a basis for further education and employment in the fields of geoscience, soil science, agriculture, marine science, environmental rehabilitation, urban planning, ecology, natural resource management, wildlife, environmental chemistry, conservation and ecotourism.

Content and Assessment:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
1.1,1.2	**Introduction to Earth systems**: Earth Systems and models Development of the geosphere	Ability to describe and explain systems and models, application of understanding, analysis and interpretation of evidence.	Data test	Unseen data stimulus. Formal exam conditions.	100 minutes
1.3, 1.4	Development of the atmosphere, hydrosphere and biosphere	Science inquiry, collaborative experimental work and techniques, investigation techniques, evaluation of experimental processes (analysing and interpreting), scientific communication, interaction and self-management, interpreting primary and secondary data.	Student experiment	Class and own time.	3 weeks
2.1, 2.2	**Earth processes: energy transfers** and transformations: Energy for Earth processes, atmospheric and hydrologic processes	Application of understanding. Analysis and interpretation of primary and secondary information, research skills, scientific communication, science inquiry.	Research investigation	Class and own time.	3 weeks
2.3	Energy for biogeochemical processes		Exam (Week 2) Covers all of Units 1 and 2	Formal exam conditions two papers 1. Short response items 2. Combination response	100 minutes (10 mins perusal + 90 minutes)
3.1	Living on Earth – extracting, using and managing Earth resources: Use of non-renewable Earth resources	Science inquiry, communication, interaction, character and management skills. Collecting, analysing and interpreting primary and secondary data, application of secondary data.	IA1 Data test (10%)	Unseen data stimulus. Formal exam conditions.	70 mins (10 mins perusal + 60 minutes)
3.2	Use of renewable Earth resources		IA2 Student experiment (20%)	Class and own time.	3 weeks
4.1	The changing Earth – the cause and impact of Earth hazards: The cause and impact of Earth hazards	Science inquiry, communication, interaction, character and self-management skills. Collecting, analysing and interpreting primary and secondary data, application of secondary data and prediction.	IA3 Research investigation (20%)	Class and own time.	3 weeks
4.2	The cause and impact of global climate change		EA Exam (50%) covers all of Units 3 and 4	Formal exam conditions two papers 1. Short response items 2. Combination response	100 minutes (10 minutes perusal + 90 minutes)

Excursion:

Content	Date	Destination	Approximate Itinerary	Assessment item
Identifying rock types using a key, measuring soil properties.	Term 1 Year 11	Bunya Mountains and local areas.	One day excursion between Kingaroy and the Bunya Mountains.	Mandatory practical
Interpreting fossil evidence	Term 1 Year 12	Queensland Museum	One day Excursion to Qld Museum and Darra fossil pit	

Requirements: Large Notebook, graph paper, calculator, writing materials. Excursion approx. cost = year 11 $45.00 Year 12 $55.00.

Economics (027) Department: Humanities and Business Status: General

Economics is the study of how to find the best solution to problems using the limited resources available. This is done at the level of the individual, households, businesses, governments and internationally. The study aims to empower a student's economic decision-making abilities and increase engagement as active citizens. To study Economics a student must be achieving a C or higher in English and a C or better in one semester of a Social sciences subject in Year 10.

Content and Assessment:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
1	a) The basic economic problem b) Economic flows	Comprehend economic concepts, principles and models. Select current, accurate and reliable primary and secondary data, information and sources. Analyse economic issues by using data and information to interpret relationships, patterns and trends. Evaluate economic outcomes to draw conclusions or make decisions, using economic criteria. Create responses that communicate economic meaning to suit the intended purpose, using paragraphs and extended responses.	Examination – combination response	Multiple choice short response (25-100 words) Extended response (250-300 words)	2 hours + 15 mins planning
1	Market Forces		Investigation – research report	4 weeks, including 10 hours of class time. Digital report.	1500 – 2000 words
2	Markets and efficiency		Examination – extended response to stimulus	Seen and unseen stimulus. Seen stimulus given 5 days in advance. No teacher discussion of stimulus.	2 hours + 15 mins planning
2	Case options of market measures and strategies		Examination – combination response	Multiple choice short response (25-100 words) Extended response (250-300 words)	2 hours + 15 mins planning
3	The global economy	Comprehend economic concepts, principles and models. Select current, accurate and reliable primary and secondary data, information and sources. Analyse economic issues by using data and information to interpret relationships, patterns and trends. Evaluate economic outcomes to draw conclusions or make decisions, using economic criteria. Create responses that communicate economic meaning to suit the intended purpose, using paragraphs and extended responses.	Examination – combination response 25%	Multiple choice short response (25-100 words) Extended response (250-300 words)	2 hours + 15 mins planning
3	International economic issues		Investigation – research report 25%	4 weeks, including 10 hours of class time. Digital report.	1500 – 2000 words
4	Macro economic objectives and theories		Examination – extended response to stimulus 25%	Seen and unseen stimulus. Seen stimulus given 5 days in advance. No teacher discussion of stimulus.	2 hours + 15 mins planning
4	Economic management		Examination – combination response 25%	External assessment - Multiple choice short response (25-100 words) Extended response (250-300 words)	2 hours + 15 mins planning

Requirements: A4 notebook or ring binder not shared with other subjects, calculator, USB stick.

English (001) Department: English & LOTE Status: General

The subject English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts. To study English, students must be achieving at least a 'C' standard in both semesters in Year 10.

Content and Assessment:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
1	Perspectives and Texts (Film Unit – Australian representations)	Investigate the relationships between language, text, purpose and audience by exploring how texts create various representations of human experience within individual and/or collective contexts.	Extended response for a public audience (Feature Article)	• Duration: 4 weeks notification and preparation. • Open access to resources.	800-1000 words
	Perspectives and Texts - Media Texts	Examining ways in which concepts, identities and/or groups are reported differently in the media and how these are represented to position readers and viewers.	Persuasive Spoken Response (Multimodal)	• Duration: 4 weeks notification and preparation. • Individual response (may be live or pre-recorded)	4 – 6 minutes
2	Texts and Culture (Play script)	Develop an understanding of how relationships between language, text, purpose, context and audience shape meaning and cultural perspectives.	Imaginative Written Response	• Duration: 4 weeks notification and preparation. • Open access to resources.	800 – 1000 words
	Texts and Culture – Literary Text (Novel)	Analyse the relationship between language and identity, the effect of textual choices and the ways in which these choices position audiences for particular purposes.	Analytical Written Response	• Time: 2 hours plus planning time (15 minutes) • Supervised conditions.	600-800 words
3	Textual Connections - Literary text (Play) and television documentary (Four Corners).	Analyse representations of concepts, identities, times or places in two different types of texts.	Extended response for a public audience (Feature Article)	• Duration: 5 weeks notification and preparation • Open access to resources.	1000 – 1500 words
	Textual Connections - Media texts	Investigate the representation of a contemporary social issue in media texts and construct a persuasive argument that adds to the public dialogue or 'conversation' about the issue.	Persuasive Spoken Response (Multimodal)	• Duration: 4 weeks notification and preparation. • Individual response.	5 – 8 minutes
4	Close Study of Literary Texts (Novel)	Draw on knowledge of the craft of writing to create a short story that prompts critical and emotional responses in the reader.	Imaginative Written Response	• Time: 2 hours plus planning (15 minutes) • Task given one week prior to the assessment. • No notes allowed	800 – 1000 words
	Close Study of Literary Texts (Shakespeare)	Communicate an informed and critical perspective of the text in response to an unseen question.	External Exam	• Time: 2 hours plus planning time (15 minutes) • Supervised conditions.	800 – 1000 words

Requirements: 96 page exercise book

Food and Nutrition (069) Department: Technology – Food and Textiles Status: General

Food and Nutrition is the study of food in relation to food science, nutrition and food technologies, with consideration of waste management, sustainability and food protection. Students explore the properties of nutrients to create food products that maintain the beneficial nutritive values. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development. A course of study in Food and Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health. Students selecting this subject need to be achieving AT LEAST a C standard in Year 10 English and Science.

Content and Assessment Covered:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
Unit 1 Food Science of vitamins, minerals and protein	Introduction to the food system	Recognise and describe facts and principles, explain food science ideas and problems, analyse problems, information and data, determine solution requirements, synthesise information, generate solutions, evaluate solutions and justify recommendations, use appropriate language conventions.	Examination	Class time Short-paragraph items (50-250 words each) and extended response (400 words or more)	2 hours plus perusal (10 minutes) 800-1000 words in total
	Vitamins, minerals and protein		Project: Folio	Class and home time	5 weeks 8-10 A3 pages
	Developing food solutions				
Unit 2 Food drivers and emerging trends	Consumer food drivers Sensory profiling		Examination	Class time Short paragraph items (50-250 words each) and extended response (400 words or more)	2 hours plus perusal (10 minutes) 800-1000 words in total
	Labelling and food safety Food formulation for consumer markets		Project: Folio	Class and home time	5 weeks 8-10 A3 pages
Unit 3 Food science of carbohydrate and fat	The food system Carbohydrate		Examination (20%)	Class time Short paragraph items (50-250 words each) and extended response (400 words or more)	2 hours plus perusal (10 minutes) 800-1000 words in total
	Fat Developing food solutions		Project: Folio (25%)	Class and home time	5 weeks 10-12 A3 pages
Unit 4 Food solution development for nutrition consumer markets	Formulation and reformulation for nutrition consumer markets		Project: Folio (30%)	Class/home time	5 weeks 10-15 A3 pages
	Food development process		External Examination (25%)	Class time Combination of multiple choice, short-paragraph and extended response items	2 hours plus perusal (10 minutes) 800-1000 words in total

Requirements: Students will require an A4 notebook (not shared with other subjects), and for many of the assessment tasks will be required to supply ingredients and\or packaging materials for the preparation of a food product.

General Mathematics (052) Department: Mathematics Status: General

Mathematics is designed so that students can build on and develop key mathematical ideas, including rates and percentages, financial mathematics, linear and non-linear expressions, sequences, and use matrices and networks to model and solve authentic problems. Students will use trigonometry to find solutions to practical problems, and statistics to explore real-world phenomena. General Mathematics is a practical approach to mathematics through which students learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world. 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.

Prerequisite: It is recommended that students have at least a C in Year 10 (Core) Maths.

Content and Assessment:

Unit	Subject Matter	Length (weeks)	Skills	Assessment	Assessment Conditions	Length
1	• Consumer arithmetic • Shape and measurement • Linear equations and their graphs	15	**Throughout this 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.	Unit 1 Task FA1 **Formative**: Problem solving and Modelling Task (30%)	Group work allowed, but unique responses must be developed by each student familiar and complex unfamiliar	Written 10 pages max, Duration: 4 weeks (including 3 hours of class time)
				Unit 1: Task FA2. **Formative**: Examination (70%)	Exam conditions Short-response format - simple familiar - complex familiar and complex unfamiliar	120 minutes plus 5 minutes perusal
2	• Applications of trigonometry • Algebra and matrices • Univariate data analysis	15		Unit 2 Task FA3. **Formative**: Examination (100%)	Exam conditions Short-response format simple familiar, complex familiar and complex unfamiliar	120 minutes plus 5 minutes perusal
3	• Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	18		Unit 3 Task IA 1. Problem solving and Modelling Task (20%)	group work allowed, but unique responses must be developed by each student	Written 10 pages max, Duration: 4 weeks (including 3 hours of class time)
				Unit 3 Task IA2. Examination (15%)	Exam conditions Short-response format - simple familiar, complex familiar and complex unfamiliar	Time: 120 minutes plus 5 minutes perusal.
4	• Loans, investments and annuities • Graphs and networks • Networks and decision mathematics	18		Unit 4 Task IA3. Examination (15%)	Exam conditions Short-response format - simple familiar, complex familiar and complex unfamiliar	Time: 120 minutes plus 5 minutes perusal.
				Unit 4 Task EA. Exam (50%) covers all of units 3 and 4.	Exam conditions Paper1: Multiple choice and short response Paper 2: Short-response format	Two Papers each (25%): 90 minutes plus 5 minutes perusal

Requirements: Students require a large notebook and writing materials, and calculator purchased from school ($25.00).

Geography (024) Department: Humanities and Business Status: General

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities. To study Geography a student must be achieving a C or higher in English and a C or better in one semester of a Social Sciences subject in Year 10.

Content and Assessment:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
1 Responding to risk and vulnerability in hazard zones	Natural Hazard Zones	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. Gathering data in the field. Recording and transforming data using ICT and spatial technologies.	Examination – combination response	Short-response items (approximately 50–150 words per item); extended-response item (approximately 450–600 words)	2 hours 15 mins
	Ecological Hazard Zones		Investigation – data report	Written report, spatial technologies and/or ICT must be used to visually represent data, which must be fully integrated into the field report	1500–2000 words
2 Planning sustainable places	Challenges facing a place in Australia		Investigation – field report	Written report, spatial technologies and/or ICT must be used to visually represent data, which must be fully integrated into the field report	1500–2000 words
	Challenges facing a megacity		Examination – combination response	Short-response items (approximately 50–150 words per item); extended-response item (approximately 450–600 words)	2 hours 15 mins
3 Responding to land cover transformations	Land cover transformations and climate change	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. Gathering data in the field. Recording and transforming data using ICT and spatial technologies.	Examination - combination response	Short-response items (approximately 50–150 words per item); extended-response item (approximately 450–600 words)	2 hours 15 mins
	Responding to local land cover transformations		Investigation - field report	Written report, spatial technologies and/or ICT must be used to visually represent data, which must be fully integrated into the field report	1500–2000 words
4 Managing population change	Population challenges in Australia		Investigation - Data report	Written report, spatial technologies and/or ICT must be used to visually represent data, which must be fully integrated into the field report	1500–2000 words
	Global population change		External examination – combination response	Short-response items (approximately 50–150 words per item); extended-response item (approximately 450–600 words)	2 hours 15 mins

Excursion:

Content	Approx. date	Destination	Approximate Itinerary	Assessment item
Challenges facing a place in Australia	August 2022	Noosa	• Investigate public transport issues in Noosa • Collect a range of data/information regarding this issue	Investigation – field report
Invasive Species	March 2023	Bunya Mountains	Field data collection at Westcott, bush walking tracks to investigate the area	Investigation – field report

Requirements: A4 notebook or ring binder not shared with other subjects, calculator, USB stick.

Health (067) Department: Health and Physical Education Status: General

Health is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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. To study Health, students should be studying Senior English, having achieved a minimum of a 'C' in Year 10 English.

Content and Assessment:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
1	**Resilience** as a personal health resource	• In Unit 1, students are introduced to and explore the broad notion of health, focusing on resilience as a personal health resource. In this introductory unit of Health, students will learn how to apply and develop a 'critical' perspective of health and to gain an understanding of how health is socially constructed. • Students use the PERMA+ framework, the personal skills action area of the Ottawa Charter and RE-AIM to analyse, implement and evaluate action strategies that build resilience as a resource for personal health.	Investigation – analytical exposition	Own time Class time Approx. 10 hrs of teaching 1 draft	1500-2000 words
			Examination – extended response	2 hours + 15minutes perusal time Unseen stimulus Notes allowed	800-1000 words
2	Peers and family as resources for healthy living Topic: **Alcohol**	• In Unit 2, students develop their skills to plan, implement and evaluate an action strategy to advocate, mediate and enable change in relation to alcohol use in a peer and family health context. • Students will define and understand alcohol as a health-related topic and the impacts on personal health and investigate the risk factors and protective factors, individual and socioecological resources that are needed for healthy living through a peer and family health context. • Students will research and analyse primary and secondary data trends to inform the development of an action strategy to strengthen, maintain or adapt peer/family resources. They will also learn to evaluate action strategies and recommendations and will use reflection to inform future investigations.	Investigation - action research	Own time Class time Approx. 10 hrs of teaching 1 draft	1500-2000 words
			Examination	2 hours + 15min perusal time Unseen stimulus Notes allowed	800-1000 words
3	Community as a resource for healthy living Topic: **Road Safety**	• In Unit 3, students develop their skills to plan, implement, evaluate and reflect on an action strategy to advocate, mediate and/or enable change in road safety in a community health context. • Students investigate the risk factors and protective factors, individual and socio-ecological resources that are needed for a target group in their local or regional community. • Students will research and analyse primary and secondary data trends to inform the development of an action strategy to strengthen, maintain or adapt community resources. They will also learn to evaluate action strategies and recommendations and will use reflection to inform future investigations.	Investigation – action research	Own time Class time	1500-2000 words
			Examination – extended response	2 hours + 15minutes perusal time Unseen stimulus Notes allowed	800-1000 words
4	**Respectful relationships** in the post-schooling transition	• In Unit 4, students investigate the role of respectful relationships as a resource in the post-schooling transition from a life-course perspective, exploring topics like, respectful relationships, domestic and family violence and the social, economic, psychological and physical determinants that influence behaviour. • Students apply this knowledge to the next post-schooling transition period for young people and evaluate the resources that support young people in their post-schooling transition, and the subsequent impact on their education, work, family and health. They propose justified strategies to enhance their Year 12 cohort to support a successful post-schooling transition.	Investigation – analytical exposition	Own time Class time 1 draft	1500-2000 words
			External Examination	2 hours + 15 minutes perusal time Unseen	800-1000 words (2 x 400-500 word responses)

Requirements: A4 notebook and writing materials, A4 display folder with plastic pockets.

Legal Studies (029) Department: Humanities and Business Status: General

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues. A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. To study Legal Studies a student must be achieving a C or higher in English and a C or better in one semester of a Social Sciences subject in Year 10.

Content and Assessment:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
1 Beyond reasonable doubt	Legal Foundations	Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills that this course develops are universally valued in business, health, science and engineering industries. By the conclusion of the course of study, students will: • comprehend legal concepts, principles and processes • select legal information from sources • analyse legal issues • evaluate legal situations • create responses that communicate meaning	Examination – combination response 25%	Short response items – no stimulus 50 – 100 words per item Extended response 400 – 500 words per item – stimulus	2 hours + 15 minutes planning
	Criminal Investigation Processes		Investigation – Inquiry report 25%	4 weeks, including 10 hours of class time	1500 – 2000 words
	Criminal Trial Process				
	Punishment & Sentencing				
2 Balance of probabilities	Civil Law Foundations		Investigation – argumentative essay 25%	4 weeks, including 10 hours of class time	1500 – 2000 words
	Contractual obligations				
	Negligence and the duty of care		Examination – combination response 25%	Short response items – no stimulus 50 – 100 words per item Extended response 400 – 600 words per item – stimulus	2 hours + 15 minutes planning
3 Law, governance and change	Governance in Australia		Examination – combination response 25%	Short response items – no stimulus 50 – 100 words per item Extended response 400 – 6500 words per item – stimulus	2 hours + 15 minutes planning
	Law reform within a dynamic society		Investigation – inquiry report 25%	4 weeks, including 10 hours of class time	1500 – 2000 words
4 Human rights in legal contexts	Human Rights		Investigation – argumentative essay 25%	4 weeks, including 10 hours of class time	1500 – 2000 words
	The effectiveness of international law				
	Human rights in Australian contexts		External Examination – combination response 25%	Short response items – no stimulus 50 – 100 words per item Extended response 400 – 600 words per item – stimulus	2 hours + 15 minutes planning

Excursion: Unit 1- Toowoomba Courts Excursion (day excursion) approx. $40;
Unit 3 – Brisbane Supreme Courts and Human Rights Excursion, one day or overnight depending on circumstances $85 - $150

Requirements: A4 notebook or ring binder (not shared with subjects) and a USB stick.

Mathematical Methods (053) Department: Mathematics Status: General

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 extend their understanding of algebra, functions and their graphs, and probability. Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They learn Calculus and Statistics to develop effective models of the world and to solve complex and abstract mathematical problems. A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences 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, psychology and business.

Prerequisite: It is recommended that students have at least a B in Year 10 A (Extension) Maths or an A in Year 10 Core Maths.

Content and Assessment:

Unit	Subject Matter	Length (weeks)	Skills	Assessment	Assessment Conditions	Length
1	• Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions • Arithmetic and geometric sequences	15	**Throughout 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.	Unit 1 Task FA1 **Formative**: Problem solving and Modelling Task (40%)	Group work allowed, but unique responses must be developed by each student	Written 10 pages max, Duration: 4 weeks (including 3 hours of class time)
				Unit 1/2: Task FA2 **Formative**: Examination (60%)	Exam conditions Short-response format	Two Papers Technology Free Technology allowed 120 minutes plus 5 minutes perusal
2	• Exponential functions • The logarithmic function • Trigonometric functions • Introduction to differential calculus • Differentiation and applications • Discrete random variables 1	15		Unit 2 Task FA3 **Formative**: Examination (100%)	Exam conditions Short-response format	120 minutes plus 5 minutes perusal
3	• The logarithmic function • differentiation and applications • Integrals	18		Unit 3 Task IA 1 Problem solving and Modelling Task (20%)	Group work allowed, but unique responses must be developed by each student	Written 10 pages max, Duration: 4 weeks (including 3 hours of class time)
				Unit 3 Task IA2 Examination (15%)	Exam conditions Short-response format	Time: 120 minutes plus 5 minutes perusal.
4	• Differentiation and applications • Trigonometric functions • Discrete random variables • Continuous random variables and the normal distribution • Interval estimates for proportions	18		Unit 4 Task IA3 Examination (15%)	Exam conditions Short-response format	Time: 120 minutes plus 5 minutes perusal.
				Unit 4 Task EA Exam (50%) covers all of units 3 and 4	Exam conditions Paper1: multiple choice and short response Paper 2: Short-response format	Two Papers each (25%): 90 minutes plus 5 minutes perusal

Requirements: Students require a large notebook and writing materials, and calculator purchased from school ($25).

Modern History (021) Department: Humanities and Business Status: General

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between the past, present and possible futures. To study Modern History a student must be achieving a C or higher in English and a C or better in one semester of a Social sciences subject in Year 10.

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
1a. Ideas in the Modern World	French Revolution	Comprehend terms, issues and concepts linked to ideas in the Modern World. Devise historical questions and conduct research into issues associated with ideas in the Modern World. Analyse historical sources and evidence to show understanding about ideas in the Modern World. Synthesise information from historical sources and evidence to form a historical argument about issues associated with ideas in the Modern World. Evaluate historical interpretations to make judgments about ideas in the Modern World. Create responses that communicate meaning to suit purpose about ideas in the Modern World.	Exam – short responses to historical sources.	Internal formative. Up to 12 sources with contextual statements.	2 hrs + 15 mins planning time. 3-5 questions (800-1000 words in total)
1b. Ideas in the Modern World	Age of Imperialism		Independent source investigation.	Internal formative. Approximately 15 hours of class time over a period of weeks.	1500-2000 words (excluding sources)
2a. Movements in the Modern World	Independence Movement in India		Investigation – historical essay based on research.	Internal formative. Approximately 15 hours of class time over a period of weeks.	1500-2000 words
2b. Movements in the Modern World	Australian Indigenous rights movement since 1967		Exam – essay in response to historical sources.	Internal formative. 9 to 12 sources. Some sources provided one week before the examination but not interrogated with teacher assistance; some sources (3–5) are not provided before the examination.	2 hrs + 15 mins planning time. (800-1000 words in total)
3a. National experiences in the Modern World	Soviet Union (to 1945)		Exam – essay in response to historical sources.	Internal summative. 9 to 12 sources. Some sources provided one week before the examination but not interrogated with teacher assistance; some sources (3–5) are not provided before the examination.	2 hrs + 15 mins planning time. (800-1000 words in total)
3b. National experiences in the Modern World	United States of America (to 1945)		Independent source investigation.	Internal summative. Approximately 15 hours of class time over a period of weeks.	1500-2000 words (excluding sources)
4a. International experiences in the Modern World	Cold War		Investigation – historical essay based on research.	Internal summative. Approximately 15 hours of class time over a period of weeks.	1500-2000 words
4b. International experiences in the Modern World	Australian engagement with Asia since 1945		Exam – short responses to historical sources.	External summative. Up to 12 unseen sources with contextual statements.	2 hrs + 15 mins planning time. 3-5 questions (800-1000 words in total)

Requirements: A4 notebook or ring binder not shared with other subjects and a USB stick.

Music (091) Department: The Arts Status: General

Music is a subject where students explore the three dimensions of Composing, Performing and Analysing Repertoire through a variety of musical genres. Students should be able to sing or play an instrument and must be prepared to perform in front of an audience. In a twenty first century world, employers often seek creative problem solvers. The study of Senior Music nurtures the ability to bring new perspectives to a variety of situations: an invaluable asset for a range of careers.

Content and Assessment Covered:

	Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
Year 11	Designs	Students make and respond to music as they explore music elements and concepts to gain greater familiarity with the way music is designed	• demonstrate technical skills in performance of music • explain the use of music elements and concepts to communicate meaning • use music elements and concepts in composition • apply compositional devices in composition • apply literacy skills to communicate music ideas • interpret music elements and concepts in performance	Performance Composition	Duration: approximately 30 hours, in both class time and students' own time. Performance statement: explaining the meaning communicated in and/or through the work the performance choices made.	Performance - approx 2–3 minutes composition - at least one minute duration written 200 words, or filmed oral or audio explanation, 1–2 minutes
	Identities	Students make and respond to music that expresses cultural, political and social identities in both local and global contexts.	• use music elements and concepts in composition • analyse music to examine and consider the constituent parts and relationship between music elements, concepts and stylistic characteristics • evaluate music to justify a viewpoint relating to identity • realise music ideas in performance (will be assessed if selected as specialisation in project) • resolve music ideas in composition (will be assessed if selected as specialisation in project).	Integrated project Examination - extended response	Approximately 25 hours, in both class time and students' own time	Composition component approximately 1 minute in length or a performance component of approx 2–3 minutes in length 2 hours plus 20 minutes planning time Mode: written Length: 800–1000 words
Year 12	Innovations	Students make and respond to music that demonstrates innovative use of music elements and concepts, and learn about how these ideas are used to communicate new meanings.	• analyse selected repertoire to investigate the role of technology in extending musical possibilities and concepts used to communicate meaning • evaluate repertoire, making judgments about the use of music elements and concepts in innovative music • explore and experiment with innovative practices in their own composition • explain the innovative use of music elements and concepts in shaping their compositional ideas and process of experimentation	Performance Composition Examination - extended response	Duration: approximately 30 hours, in both class time and students' own time. Performance statement: explaining the meaning communicated in and/or through the work the performance choices made.	Performance-approx 2–3 minutes composition - at least one minute duration 2 hours plus 20 minutes planning time Mode: written Length: 800–1000 words
	Narratives	Students focus on their emerging voice and style through making and responding to music.	• demonstrate technical skills in performance of music • explain the use of music elements and concepts to communicate meaning • use music elements and concepts in composition • analyse music to examine and consider the constituent parts and relationship between music elements, concepts and stylistic characteristics • evaluate music to justify a viewpoint relating to narratives	Integrated project Examination - extended response	Approximately 25 hours, in both class time and students' own time	Composition component approx 1 minute in length or a performance component of approx 2–3 minutes in length 2 hours plus 20 minutes planning time Mode: written Length: 800–1000 words

Excursion:

Content	Approx. date	Destination	Approximate Itinerary	Assessment item
Live performance	Dependent upon availability and performance dates	Brisbane	Day excursion to view a live performance. The approximate cost of this excursion will be $70 – $90.	Enable students to develop their knowledge, skills and understanding of music

Requirements: Access to internet **Additional Subject Cost: $50**

Physical Education (068) Department: Health and Physical Education Status: General

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse changing contexts. 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. Students selecting this subject must be studying Senior English. ***Note: (some of the physical activities may change to suit the needs of individual classes).***

Content and Assessment:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
1	Motor Learning & **Volleyball**	In this topic, students recognise and explain the concepts and principles about motor learning, through the sport of volleyball. Students explore body and movement concepts and demonstrate specialised movement sequences and movement strategies for volleyball. Students will apply and analyse motor learning concepts to movement strategies to gather data about their personal application of motor learning in volleyball. Using primary data and secondary data students will then devise, justify and evaluate a motor learning strategy to optimise performance in volleyball.	Project – Folio	Seen Task Class and own time	Folio: 9– 11 minutes Supporting Evidence: 2 - 3 minutes
	Equity – barriers & enablers & **Various Physical Activities**	In this topic, students recognise and explain the concepts and principles about equity in physical activity. In a variety of physical activities, students explore barriers and enablers to gather data about the influence on equity. Students analyse data to synthesise relationships between the barriers and enablers in physical activity, and engagement and performance to identify an equity dilemma. Student then devise, evaluate and justify an equity strategy using primary and secondary data in response to the dilemma to optimise engagement and performance in physical activity. **STUDENTS NOT GIVEN A PRACTICAL MARK FOR THIS TOPIC.**	Investigation – Report	Seen Task Class and own time	1500-2000 words
2	Sport Psychology & **Touch Football**	In this topic, students recognise and explain the concepts and principles about sport psychology, through the sport of touch football. Students explore body and movement concepts and demonstrate specialised movement sequences and movement strategies for touch football. Students will apply and analyse sport psychology concepts to movement strategies in authentic performance environments to gather data about their personal application of sport psychology in touch football. Using primary data and secondary data students will then devise, justify and evaluate a sport psychology strategy to optimise performance in touch football.	Project – Folio	Seen Task Class and own time	Folio: 9 – 11 minutes Supporting Evidence: 2 - 3 minutes
	Functional Anatomy & Biomechanics & **Tennis**	In this topic, students recognise and explain the concepts and principles about functional anatomy and biomechanics, through the sport of tennis. Students will also analyse primary and secondary data about the influence of anatomical movements and biomechanical forces and devise, justify and evaluate biomechanical strategies to optimise their performance in tennis. **STUDENTS NOT GIVEN A PRACTICAL MARK FOR THIS TOPIC.**	Exam – Combination Response	Unseen Task Supervised exam Closed Book	2 hours 15mins 800-1200 words
3	Tactical Awareness & **Volleyball**	In this topic, students recognise and explain the concepts and principles about tactical awareness through purposeful and authentic learning about and in volleyball. Students will analyse and apply tactical awareness concepts to movement strategies in authentic performance environments to gather data about their personal performance in volleyball. Using primary and secondary data, students will then devise, justify and evaluate a tactical awareness strategy to optimise performance in volleyball.	Project – Folio	Seen Task Class and own time	Folio: 9 – 11 minutes Supporting Evidence: 2 – 3 minutes
	Ethics & Integrity & **Various Physical Activities**	In this topic, students recognise and explain the concepts and principles about ethics and integrity in physical activity. In a range of physical activities, students explore the factors that influence fair play, ethical behaviour and integrity to gather data about engagement. Students will then analyse data and synthesise relationships between the factors that influence engagement in physical activity to identify an ethical dilemma. Students then devise an ethics strategy, evaluate its effectiveness and justify using primary and secondary data how this optimises engagement in physical activity. **STUDENTS NOT GIVEN A PRACTICAL MARK FOR THIS TOPIC.**	Investigation – Report	Seen Task Class and own time	1500-2000 words
4	Energy, Fitness & Training & **Touch Football**	In this unit, students recognise and explain the concepts and principles about energy, fitness and training through purposeful and authentic learning about and in touch football. Students will analyse and apply energy, fitness and training concepts to movement strategies in authentic performance environments to gather data about their personal performance in touch football. Students synthesise relationships between the energy and fitness demands of the selected physical activity and their personal performance. Using primary and secondary data, students then devise, evaluate and justify a competition-phase training strategy to optimise performance in the selected physical activity. Students finish the unit by undergoing an external assessment based on the unit content.	Project – Folio	Seen Task Class and own time	Folio: 9 – 11 minutes Supporting Evidence: 2 – 3 minutes
	External Assessment		External Exam – Combination Response	Unseen Task Supervised exam Closed Book	2 hours 15mins 800-1200 words

Requirements: A4 notebook and writing materials, A4 display folder with plastic pockets and a BYOX or 'One to One' device.

Additional Subject Cost: $60 (Town Tennis Court fees)

Physics (041) Department: Science Status: General

An understanding of Physics adds to and refines the development of students' scientific literacy, working scientifically and enacting scientific inquiries, investigations and experiments will immerse students in both the practical and the conceptual aspects of the discipline. Thus, two clear reasons emerge for the study of Physics at senior level. First, it is the study of the universe and how it works, and second, its applications have produced and continue to produce benefits to our society. Participating in a course of study derived from the Physics syllabus will immerse students in both the practical and the contextual aspects of the discipline. It is strongly recommended that students choosing physics achieve at least a B in Year 10 Science and Maths.

Content and Assessment:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
1.1	Radiation, Nuclear Fusion	An understanding of heating processes, nuclear reactions and electricity is essential to appreciate how global energy needs are met.	Data Test (10%)	Unseen data stimulus. Formal exam conditions	70 mins (10 mins perusal + 60 minutes)
1.2 1.3	Thermal Nuclear, Electrical Physics	Contexts investigated in this unit include technologies related to nuclear and thermal energy, electrical energy production, radiopharmaceuticals and electricity in the home and related areas of nuclear fusion in stars.	Research Investigation (20%)	Class and own time	3 weeks 1500 -2000 words
2.1	Linear Motion, Forces	Describe linear motion in terms of velocity, displacement, acceleration and time data, and examine the relationships between force, momentum and energy. Experimental design and technique, scientific communication (formal report writing), data analysis and interpretation, evaluation of experimental processes.	Student Experiment (20%)	Class and own time	3 weeks 1500 – 2000 words
2.2	Waves	Investigate common wave phenomena, using wave on springs, sound waves and consideration of seismic waves. Comparing the behaviour of these waves with the behaviour of light, leading to an explanation of light phenomena, including the wave model.	Exam (50%) covers all of units 1 and 2	Formal exam conditions 2 papers: 1. Short response items 2. Combination response	100 minutes (10 minutes perusal + 90 minutes)
3.1	Gravity and Motion	Understanding of motion and its causes by using Newton's Laws of Motion and the gravitational field model to analyse motion on incline planes, and the motion of projectiles and satellites.	Data Test (10%)	Unseen data stimulus. Formal exam conditions	70 mins (10 mins perusal + 60 minutes)
3.2	Electro - magnetism	Experimental design and technique, scientific communication (formal report writing), data analysis and interpretation, evaluation of experimental processes.	Student Experiment (20%)	Class and own time	3 weeks 1500 -2000 words
4.1 4.2	Special Relativity, Quantum Theory	Students examine observations of relative motion, light and matter that could not be explained by classical physics theories, and investigate how the development of the Special Theory and the Quantum theory of light and matter developed.	Research Investigation (20%)	Class and own time	3 weeks 1500 – 2000 words
4.3	The Standard Model	Experimental design and technique, scientific communication (formal report writing), data analysis and interpretation, evaluation of experimental processes.	Exam (50%) covers all of units 3 and 4	Formal exam conditions 2 papers: 1. Short response items 2. Combination response	100 minutes (10 minutes perusal + 90 minutes)

Excursion: **NA**

Requirements: Students require a large notebook, graphing notebook, scientific calculator, ruler and writing materials. Students are also required to purchase the 'Physics, Skills & Assessment Book' in both Year 11 and 12 at $30 each year.

Psychology (039) Department: Health & Physical Education Status: General

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology. Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. Pathways: A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education. It is strongly recommended that students choosing psychology achieve at least a B in Year 10 Science and Maths.

Content and Assessment:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
1 Individual Development	Topic 1: Psychological Science A	By the conclusion of the course of study, students will: • describe and explain scientific concepts, theories, models and systems and their limitations • apply understanding of scientific concepts, theories, models and systems within their limitations • analyse evidence • interpret evidence • investigate phenomena • evaluate processes, claims and conclusions • communicates understandings, findings, arguments and conclusions.	Data Test (10%)	Unseen data stimulus. Formal exam conditions	70minutes (10minutes Perusal + 60minutes)
	Topic 2: The role of the brain				
	Topic 3: Cognitive Development		Student Experiment (20%)	Class and Own time	3 weeks 1500–2000 words
	Topic 4: Human Consciousness & Sleep				
2 Individual Behaviour	Topic 1: Psychological Science B		Research Investigation (20%)	Class and own time	3 weeks 1500–2000 words
	Topic 2: Intelligence				
	Topic 3: Diagnosis		Examination – (50%) **covers all content from Units 1 & 2**	Formal exam conditions. Split into 2 exam papers: 1. Short Response items 2. Combination response	100minutes (10minutes perusal + 90minutes)
	Topic 4: Psychological Disorders & Treatments				
	Topic 5: Emotion & Motivation				
3 Individual Thinking	Topic 1: Localisation of function in the brain		Internal Assessment 1 (IA1) Data Test (10%)	Unseen data stimulus. Formal exam conditions	70minutes (10minutes Perusal + 60minutes)
	Topic 2: Visual perception				
	Topic 3: Memory		Internal Assessment 2 (IA2) Student Experiment (20%)	Class and own time	3 weeks 1500–2000 words
	Topic 4: Learning				
4 The Influence of Others	Topic 1: Social psychology		Internal Assessment 3 (IA3) Research Investigation (20%)	Class and own time	3 weeks 1500–2000 words
	Topic 2: Interpersonal processes				
	Topic 3: Attitudes		External Examination 1 (EA1) – (50%) **covers all content from Units 3 & 4**	Formal exam conditions. Split into 2 exam papers: 1. Short Response items 2. Combination response	100minutes (10minutes perusal + 90minutes)
	Topic 4: Cross-cultural psychology				

Requirements: Students are required to purchase the 'Psychology for Queensland Units 1 & 2 Student workbook' and 'Psychology for Queensland Units 3 & 4 Student workbook' (in year 12) for $50. Students will require a large notebook, writing materials**,** a scientific calculator and a USB stick. A BYOX or 'One to One' device is required.

Specialist Mathematics (054) Department: Mathematics Status: General

Specialist Mathematics is designed to give students an appreciation of the true nature of mathematics, its beauty and its power. Students systematically building on functions, calculus, and statistics from Mathematical Methods, with increasing levels of sophistication, complexity and connection. New topics including 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.
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. It is recommended that students have at least a B in Year 10 A (Extension) Maths and must also study Mathematical Methods in Year 11.

Content and Assessment:

Unit	Subject Matter	Length (weeks)	Skills	Assessment	Assessment Conditions	Length
1	• Combinatorics • Vectors in the plane • Introduction to proof	15	**Throughout 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.	Unit 1 Task FA1. **Formative**: Problem solving and Modelling Task (40%)	Group work allowed, but unique responses must be developed by each student	Written 10 pages max, Duration: 4 weeks (including 3 hours of class time)
				Unit 1: Task FA2. **Formative**: Examination (60%)	Exam conditions Short-response format	Two Papers Technology Free: 60 minutes Technology allowed: 60 minutes plus 5 minutes perusal
2	• Complex numbers 1 • Trigonometry and functions • Matrices	15		Unit 2 Task FA3. **Formative**: Examination (100%)	Exam conditions Short-response format	120 minutes plus 5 minutes perusal
3	• Proof by mathematical induction • Vectors and matrices • Complex numbers 2	18		Unit 3 Task IA 1. Problem solving and Modelling Task (20%)	Group work allowed, but unique responses must be developed by each student	Written 10 pages max, Duration: 4 weeks (including 3 hours of class time)
				Unit 3 Task IA2. Examination (15%)	Exam conditions Short-response format	Time: 120 minutes plus 5 minutes perusal.
4	• Integration and applications of integration • Rates of change and differential equations • Statistical inference	18		Unit 4 Task IA3. Examination (15%)	Exam conditions Short-response format	Time: 120 minutes plus 5 minutes perusal.
				Unit 4 Task EA. Exam (50%) covers all of units 3 and 4.	Exam conditions Paper1: Multiple choice and short response Paper 2: Short-response format	Two Papers each (25%): 90 minutes plus 5 minutes perusal

Requirements: Students require a large notebook and writing materials, and calculator purchased from school ($25.00).

Visual Art (080) Department: The Arts Status: General

Content and Assessment:

	Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
1	Art as lens	Concept: lenses to explore the material world Contexts: personal and contemporary	In Unit 1, students look at their material world through the concept of 'art as lens', applying different lenses or viewpoints. They explore how artists work through processes to create new ways of thinking, meaning and representation. Beginning with tangible forms as inspiration, they examine and respond to focuses of people, places and objects, producing figurative and non-figurative representations. Media: 2D, 3D, and time-based; teacher directed	Folio - Powerpoint (Focus: People, place, objects) Multi-modal presentation	Experimental Folio • Reflection - evaluation of the influences and viewpoints expressed in their own art making and developing art practice. • Teacher-directed media area Investigation	Selection of 4–8 developmental artworks, 1-4 pg visual diary evidence. Written report – 1000 words OR Multimodal 7 – 9 minutes
2	Art as code	Concept: art as a coded visual language Contexts: formal and cultural	In Unit 2, students explore the concept of 'art as code' to learn how visual language is capable of expressing complex ideas. Although both spoken language and visual language vary by culture, visual language has the potential to transcend and communicate across cultures, time and geography. Media: 2D, 3D, and time-based; teacher, student directed	Project - Powerpoint (Focus: Codes, symbols, signs and art conventions) Investigation Examination	Project – inquiry based folio Written report or multi modal presentation Examination - extended response (800-1000 words)	Selection of 4–8 developmental artworks, annotated sketch, resolved work and reflection. 1000 words 2 hours
3	Art as knowledge	Concept: constructing knowledge as artist and audience Contexts: contemporary personal, cultural and/or formal	In Unit 3, students frame a self-directed inquiry question in response to a teacher-facilitated direct stimulus or first-hand experience. Through independent investigation of their inquiry question and application of critical thinking skills, students build knowledge about art, artist and audience to generate a personal focus and commence a body of work. They explore the concept 'art as knowledge' as they employ new knowledge inspired by their personal interests, beliefs and observations of the world. Media: student-directed	Multimodal presentation, 7 - 9 minutes includes unseen stimulus, all online /OR Written report 1000 – 1500 words • Visual support, including relevant annotated artworks, images, diagrams and/or experimental representations of selected artist • Experimental artworks are included to support individual interpretation of researched art practices Project • Research of art practices of selected key artists • Submission -written - pdf file stored by school digital/multimodal - rendered mp4 or pptx file stored by school. • 1 single resolved work or collection, artist statement/s that assist/s audience understanding of body of work focus and critical thinking • Relevant documentation and annotated illustration • Submission project		Summative internal assessment 1 (IA1): Investigation — inquiry phase 1 15% Summative internal assessment 2 (IA2): Project — inquiry phase 2 25%
4	Art as alternate	Concept: evolving alternate representations and meaning Contexts: contemporary and personal, cultural and/or formal	In Unit 4, students continue and build on their focus, knowledge and art practice from Unit 3. They refine their expression and personal aesthetic by applying skills associated with creative thinking. Students resolve their body of work through the concept 'art as alternate' as they imagine, generate and apply new ideas and links. Through the pursuit of an individualised response, they challenge their approaches to identify alternatives and opportunities for innovation. Media: student-directed	Project • Research of art practices of selected key artists • single resolved artwork, or a collection of resolved artworks, related to each other in some way, with each one being as important as the other • artist's statement/s that assist/s audience understanding of body of work focus and critical thinking • annotated illustration of the resolved artwork/s to support performance descriptors • supporting evidence Examination, 130 mins • Unseen stimulus		Summative internal assessment 3 (IA3): Project — inquiry phase 3 35% Summative external assessment (EA): Examination 800-1000 words 25%

Excursion:

Content	Approx. date	Destination	Approximate Itinerary	Assessment item
Art Exhibition	May/June	GoMA, QUT	Workshop and guided exhibition at QUT, view Creative Generation exhibition at GoMA.	Visual Journal development
(Overnight) Camp	October in Year 11 (ONLY)	Brisbane, Sunshine Coast or Toowoomba	Students will participate in workshops, meet and work with practising artists, attend university workshops, visit current exhibits Approx cost $200 including bus	IA1, IA2, IA3
Artist Workshop	Time will vary	Kingaroy	Visiting specialist artist approx. $70	IA1, IA2, IA3

Requirements: Drawing materials (2B, 4B pencils, eraser), found objects as required, framing/presentation materials. **Additional Subject Cost: $100 p.a.**

Applied Subject Information

Agricultural Practices (6400) Department: Science Status: Applied

Agricultural Practices provides students with experience, knowledge and skills valued in agricultural workplaces. Students will build knowledge and skills in both animal and plant studies as well as developing skills in working safely, efficiently and effectively in practical agricultural situations. This course prepares students for further studies, training and or employment in agriculture, aquaculture, environmental management and agribusiness.

Content and Assessment: SYLLABUS UNDER REVIEW

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
1.1	Introduction to Agriculture & Horticulture Studies — OHS; property & equipment maintenance; tractor operation, check, clean & store; animal handling facilities & general farm equipment maintenance.	Maintaining structures, environmental considerations, animal welfare, implementation of rules & regulations.	Collection of Work	Written report on basic safety requirements for two Ag/Hort industries; Spoken component about career opportunities; Performance component.	150 – 250 words 1 – 2 minutes
1.2	Nursery Practices — plant production, growth & development; characteristics of a healthy plant; causes, prevention & treatment of ill health	Plant identification, pest & disease management, nursery practices, production, preparation, & marketing of produce.	Project	Plant profile; Multi-modal presentation about nursery practices for development & propagation of plant; Performance component.	400 – 700 words 1½– 3½minutes
2.1	Cattle Industry — identification of breeds of animals for production; husbandry techniques to keep animals healthy; workplace health & safety procedures for working with animals & within yards	Maintain water supplies; manage animal behaviour and health; facilities maintenance; record keeping	Investigation	Report on four breed profiles as recommendations for beef production in the South Burnett region	500 – 800 words 2 – 4 minutes 3 – 5 minutes
2.2	Animal husbandry — characteristics of a healthy animal; causes, prevention & treatment of ill health; keeping & using records for treatment of animals; decision-making based on data/records	Cattle management; feedlot management; record keeping.	Examination	70 minutes -supervised short response.	60 – 90 minutes Up to 150 words for Short response test
3.1	Issues in Agriculture — industries operating within certain social, economic & environmental parameters; meeting future needs; sustainability in production & marketing; food safety issues	Identifying key issues & major stakeholders, & gathering information / perspectives; problem solving; value-adding processes; business management.	Investigation	Feeding the Future – Seminar on one of the following: Sustainability, Global food crisis, Live export, Climate change, Biosecurity.	600 – 1000 words 3 – 4 minutes 4 – 7 minutes
3.2	Horticulture Practices — production guidelines; pest & disease management; packaging, storage & marketing of produce; propagation.	Quality assessment; product development & management; propagation, growing & handling processes; harvesting, storing & marketing	Project	Plant production & maintenance Report; Performance- continuous, supervised class time	500 – 900 words 2½– 3½ minutes 3 – 6 minutes
4.1	Animal health & reproduction — reproductive systems, processes, techniques & issues; animal health & nutrition.	Identify animal health issues; implement animal health plans; apply knowledge of animal behaviour;	Examination	Short response, supervised individual response, 70 minutes.	60 – 90 minutes Up to 250 words for Short response test
4.2	Animal Welfare & Low-Stress Handling — design of cattle handling facilities; plan for business/enterprise expansion	Work place safety; quality control & processes; sustainable work practices; identifying & drafting livestock; operational maintenance of facilities	Collection of Work	Yard design, planning expansion - report, diagrams & plans Performance component - use of yard facilities to herd & treat cattle	200 – 300 words 1½– 2 ½ minutes 2 – 3 minutes

Excursion:

Content	Approx. date	Destination	Approximate Itinerary	Assessment item
Horticulture Practices	June	Farm Fest - Toowoomba	Whole day program – (cost approximately $25)	Plant profile; Multi-modal presentation Plant production & maintenance ; Report

Requirements: Students require old clothes for practical work, an internet-capable computer / tablet for research, notebook, and writing materials for theory.

Aquatic Practices (6401) Department: Science Status: Applied

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings. By studying Aquatic practices students can develop an awareness and understanding of the aquatic environment.

Content and Assessment: SYLLABUS UNDER REVIEW

	Module	Subject Matter	Skills	Assessment	Assessment Conditions	Length
Units 1 and 2	1. Aquatic Ecosystems (Unit A)	Biodiversity and ecology of local and marine ecosystems. The significance of our waterways to local indigenous people, commercial and recreational users. Importance of citizen science programs monitoring the health of waterways, eg mangrove watch, coral watch, eye on the reef	• Collect primary data related to the ecology of a marine/ freshwater environment • Identify aquatic organisms, threats and risks	• Applied Investigation • Practical Project	• Students investigate a research question using collected data (1000 words) • Complete a project in response to a scenario (a product or skill and a multimodal presentation)	Rocky shore/ mangrove field trip
	2. Recreational and commercial Fishing (Unit C)	Recreational and commercial fishing and it's significance, techniques, causes of fishery decline and sustainable management.	• Use of fishing gear • Preparation and handling of seafood	• Applied Investigation • Practical Project	• Students investigate a research question using collected data (1000 words) • Complete a project in response to a scenario (a product or skill and a multimodal presentation)	Fishing techniques (eg Barra ponds)
Units 3 and 4	3. Aquariums and aquaculture (Unit D)	Investigate historical, and cultural significance of aquaculture in its many forms. Understand the components needed to monitor and maintain an aquarium or mariculture system. Understand the structure, operation, products sustainability and management of aquaculture systems	• Maintain Water quality parameters and requirements for aquatic organisms.	• Applied Investigation • Practical Project	• Students investigate a research question using collected data (1000 words) • Complete a project in response to a scenario (a product or skill and a multimodal presentation)	Aquaculture farm
	4. Using the Aquatic environment (Unit E)	Explore ways we interact with the aquatic environment through activities that include boating and or snorkelling. Students analyse the conditions that contributed to safely participating in commercial and recreational operations on the water.	• Safe use of equipment (snorkelling, boating) • Manage risks and hazards in planning activities	• Applied Investigation • Practical Project	• Students investigate a research question using collected data (1000 words) • Complete a project in response to a scenario (a product or skill and a multimodal presentation)	Boating excursion to Hervey Bay Snorkelling skills in pool and day trip (Musgrave Is/Mudjimba)

Excursion: To be confirmed

Additional Costs: To be advised after syllabus is finalised include field trips, lure making, workbooks, pool entry.

Requirements: A4 display book, notebook, writing materials, calculator, BYOD or 'One to One' Device.

Additional Subject Cost: $50 p.a.

Information correct at time of publication but subject to change

Early Childhood Studies (6403) Department: Technology – Food and Textiles Status: Applied

Early Childhood Studies focuses on learning about children aged from birth to five years. Students explore play-based learning from two perspectives: they use theories about childhood learning and devise play-based learning activities responsive to children's needs. As the childcare industry continues to grow, this subject provides the foundation for students to understand the value of childcare and its place in thousands of children's lives. This course can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

Content and Assessment Covered: SYLLABUS UNDER REVIEW

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
Unit 1 • Literacy and numeracy	Introducing early childhood fundamentals and practices.	Investigate/plan/evaluate	Investigation – play based activity	Class and home time	Multimodal up to 5 mins 8 x A4 pages
	Practices of early childhood learning related to literacy and numeracy.	Investigate/plan/implement/evaluate	Project: Play based activity focussing on the development of literacy or numeracy	Class and home time	Implementation of activity up to 5 mins Multimodal up to 5 mins 8 x A4 pages
Unit 2 • Children's wellbeing	Physical development in early childhood	Investigate/plan/evaluate	Investigation – play based activity	Class and home time	Multimodal up to 5 mins 8 x A4 pages
	Factors affecting physical health and well-being of children	Investigate/plan/implement/evaluate	Project: Play based activity to devise a learning activity related to children's wellbeing	Class and home time	Implementation of activity up to 5 mins Multimodal up to 5 mins 8 x A4 pages
Unit 3 • Play and creativity	Play in Early Childhood	Investigate/plan/evaluate	Investigation – play based activity	Class and home time	Multimodal up to 5 mins 8 x A4 pages
	Creativity, self-expression and problem solving in early childhood	Investigate/plan/implement/evaluate	Project: Production of play based activity to encourage creativity.	Class and home time	Implementation of activity up to 5 mins Multimodal up to 5 mins 8 x A4 pages
Unit 4 • Indoor and outdoor environments	Practices of early childhood learning related to indoor and outdoor environments	Investigate/plan/evaluate	Investigation – play based activity	Class and home time	Multimodal up to 5 mins 8 x A4 pages
	Creation of environments which are responsive to children's needs	Investigate/plan/implement/evaluate	Project: Create a play based activity	Class and home time	Implementation of activity up to 5 mins Multimodal up to 5 mins 8 x A4 pages

Excursion: Throughout the course students engage in regular visits to a childcare centre which is a course requirement.

Requirements: Students will require an A4 notebook (not shared with other subjects), and for the Project assessment tasks may be required to purchase items to make games/activities.

Additional Subject Cost: $30 p.a.

Information correct at time of publication but subject to change

Essential English (070002) Department: English & LOTE Status: Applied

Essential English is suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education, or work. 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.

Content and Assessment:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
1 Language that Works	The tourist and travel workplace	Comprehend texts developed for use in a work context. Create texts that convey meaning, using appropriate language and structural features for a range of purposes, contexts and audiences. Identify and explain language choices and organisational features in text.	Extended response – Multimodal response	Individual task. Four weeks' notice and preparation.	4-6 minutes
	Work safety and responsibilities		Examination – Short response to stimulus	Two paragraph responses required of 200-300 words each (Total: 400- 600 words) One seen / one unseen stimulus 15 minutes planning time.	90 minutes
2 Texts & Human Experiences	Inspirational people and stories of overcoming adversity	Describe individual and/or collective experiences in text. Explain how different perspectives, ideas, cultural assumptions, values and beliefs are communicated in a range of texts. Identify patterns and conventions of texts. Create texts to reflect on their own life experiences. Use narrative techniques, personal voice and a range of language features to position audience.	Extended response – Written response	Four weeks' notice and preparation Must include a combination of at least two modes, one of which must be spoken.	500-800 words
	My personal influences and educational journey		Extended response – Multimodal response	Task may be live or pre-recorded. Four weeks' notice and preparation.	4 -6 minutes
3 Language that Influences	Creating and shaping perspectives on community, local and global issues in texts.	Use cultural assumptions, attitudes, values and beliefs to shape representations of issues. Use appropriate language conventions, structural features and content to persuade the audience to accept representations of community, local and/or global issues. Examine the patterns and conventions of a range of persuasive and media texts. Identify facts, opinions, supporting evidence and bias in a range of persuasive texts.	Extended response – Spoken response	Three weeks' notice of task. Individual task. Task may be live or audio / video recorded.	4-6 minutes.
	Responding to texts that seek to influence audiences.		Common Internal Assessment (CIA) – Response to stimulus	One seen / one unseen stimulus. A response of 200-300 words is required for each stimulus. Total length is 400-600 words.15 minutes planning time.	90 minutes
4 Representations and popular culture texts	Responding to popular culture texts	Explore how generic structures, language features and language of contemporary pop-culture texts shape meaning. Apply comprehension strategies whilst engaging with texts. Respond to and engage with a variety of texts, including Australian texts. Reflect on how perspectives and values are represented in texts before developing own interpretations.	Extended response – Multimodal response	Three weeks' notice of task. Must include combination of at least two modes, one of which must be spoken. May be live or pre-recorded.	4-6 minutes
	Creating representations of Australian identities, places, events and concepts.		Extended response – Written response	Four weeks' notice of task.	500-800 words.

Excursion: Nil

Requirements: 96 page exercise book; plastic display folder

Essential Mathematics (070011) Department: Mathematics Status: Applied

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. Students 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. With an emphasis on estimation, problem-solving and reasoning, students will interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. 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.

Content and Assessment:

Unit	Subject Matter	Length (weeks)	Skills	Assessment	Assessment Conditions	Length
1	• Fundamental topic: Calculations • Number • Representing data • Graphs	15	**Throughout 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.	Unit 1 Task FA1. **Formative** Examination 50%	Exam conditions Part A simple Short response Part B complex Short-response	Time: 60 minutes plus 5 minutes perusal.
				Unit 1 Task FA 2. **Formative** Problem solving and modelling task 50%	Group work allowed, but unique responses must be developed by each student	Written 10 pages max, Duration: 5 weeks (incl 10 hours of class time)
2	• Fundamental topic: Calculations • Managing money • Time and motion • Data collection	15		Unit 2 Task FA3. **Formative** Examination 50%	Exam conditions Part A simple Short response Part B complex Short-response	Time: 60 minutes plus 5 minutes perusal.
				Unit 2 Task FA4. **Formative** Problem solving and Modelling Task 50%	Group work allowed but unique responses must be developed by each student	Written 10 pages max 5 weeks (inc 10 hours of class time
3	• Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data	18		Unit 3 Task IA 1. Problem solving and Modelling Task 25%	Group work allowed, but unique responses must be developed by each student	Written 10 pages max Duration: 5 weeks (incl 10 hours of class time)
				Unit 3 Task IA2. Common Internal Assessment 25%	Exam conditions Part A simple Short response Part B complex Short-response	Time: 60 minutes plus 5 minutes perusal.
4	• Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest	18		Unit 4 Task IA3. Problem solving and Modelling Task 25%	Group work allowed, but unique responses must be developed by each student	Written 10 pages max Duration: 5 weeks (incl 10 hours of class time)
				Unit 4 Task IA4. Examination 25%	Exam conditions Part A simple Short response Part B complex Short-response	Time: 60 minutes plus 5 minutes perusal.

Requirements: Students require a large notebook and writing materials, and calculator purchased through school ($25.00).

Furnishing Skills (6418) Department: Technology Status: Applied

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.

Content and Assessment:

SYLLABUS UNDER REVIEW

Unit	Subject Matter	Skills	Assessment	Response requirements	Length
Unit 1 Furniture-making	Students will use tools, machinery and equipment, technical drawings to manufacture furniture to industry standards	Throughout this course students will: • Demonstrate furniture-making industry practices, and production skills and procedures • Interpret furniture-making drawings and technical information • Select furniture-making industry practices, and production skills and procedures • Sequence furniture-making production processes • Evaluate furniture making industry production skills and procedures, and products • Adapt furniture-making production plans, skills and procedures	Practical demonstration – Upholstered Footstool	**Artefact** – practical demonstration: skills and procedures used in 3-5 production processes	**Artefact:** Upholstered Footstool **Multimodal**: up to 3 minutes, 6 A4 pages, or equivalent digital media
			Project – End Table	**Product:** Multi-material furniture product manufactured using the skills and procedures in 5-7 production processes	**Product**: End table Multimodal: up to 5 minutes, 8 A4 pages or equivalent digital media
Unit 2 Interior-furniture	Students will use tools, machinery and equipment, technical drawings to manufacture interior furniture including glazing, to industry standards		Practical demonstration – Display cabinet – dovetails and glass/acrylic door	**Artefact** – practical demonstration: skills and procedures used in 3-5 production processes	**Artefact:** Display Cabinet **Multimodal**: up to 3 minutes, 6 A4 pages, or equivalent digital media
			Project – Mantle clock – including glazing	**Product:** Multi-material furniture product manufactured using the skills and procedures in 5-7 production processes	**Product**: Mantle Clock Multimodal: up to 5 minutes, 8 A4 pages or equivalent digital media
Unit 3 Domestic-furniture	Students will use tools, machinery and equipment, technical drawings to manufacture domestic furniture using multiple materials to industry standards		Practical demonstration – Serving platter	**Artefact** – practical demonstration: skills and procedures used in 3-5 production processes	**Artefact:** Serving platter **Multimodal**: up to 3 minutes, 6 A4 pages, or equivalent digital media
			Project – Nesting tables – brass inlay	**Product:** Multi-material furniture product manufactured using the skills and procedures in 5-7 production processes	**Product**: Nesting tables Multimodal: up to 5 minutes, 8 A4 pages or equivalent digital media
Unit 4 Bespoke-furniture	Students will use tools, machinery and equipment, drawings to manufacture multi-material bespoke furniture to industry standards		Practical demonstration – Mid-century Bedside table	**Artefact** – practical demonstration: skills and procedures used in 3-5 production processes	**Artefact:** Bedside table **Multimodal**: up to 3 minutes, 6 A4 pages, or equivalent digital media
			Project – Bent ply chair	**Product:** Multi-material furniture product manufactured using the skills and procedures in 5-7 production processes	**Product**: Bent ply chair Multimodal: up to 5 minutes, 8 A4 pages or equivalent digital media

Requirements: **Students need to wear workshop appropriate footwear.** This is a Workplace Health & Safety requirement. Students not fulfilling this requirement will not be able to participate in this subject. Safety glasses need to be worn whilst in the workshop.

Additional Subject Cost: $250 p.a.

Information correct at time of publication but subject to change

Music in Practice (6414) Department: The Arts Status: Applied

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences. Students may study the following units throughout the two-year learning cycle. Within each unit, there are two modules and two assessment tasks. Units may be studied in a different sequence.

Content and Assessment Covered: SYLLABUS UNDER REVIEW

	Unit	Subject Matter	Skills	Assessment	Assessment Conditions
Year 11	'Live' on Stage	In this unit, students explore commercial music for the purpose of understanding the role music plays in the entertainment and media industries of the 21st century. They make, perform, analyse and interpret commercial music and further develop the musical skills that are integral to performance and composition. They collaborate with other students and engage with a variety of music events in the form of live events and/or streaming platforms.	• Use music elements and concepts and compositional devices. • Plan a composition for a commercial context. • Communicate ideas in a composition for a commercial context. • Evaluate the use of music elements and concepts and compositional devices in a composition for a commercial context, using appropriate language conventions and terminology. • Use technical skills in the chosen genre and/or style. • Communicate ideas by interpreting music elements and concepts in commercial music.	**Project** -Students plan, make and evaluate a composition for a commercial context.	**Composition**: up to 3 minutes **Planning and evaluation of composition**, either: • Multimodal: up to 5 minutes • Written: up to 600 words • Spoken: up to 4 minutes
				Performance - Students perform commercial music with a visual component that is connected to their school or local community.	**Performance** (live or recorded): up to 4 minutes
	Music of Today	In this unit, students make and respond to contemporary music as they become aware of the musical skills that are integral to performance and composition, including various songwriting styles and techniques. They engage with a range of contemporary music genres and styles through the use of virtual platforms. They collaborate with others through school or local community events.	• Use music elements and concepts and compositional devices. • Plan an original contemporary song. • Communicate ideas in a composition of a contemporary song. • Evaluate the use of music elements and concepts and compositional devices in a contemporary song, using appropriate language conventions and terminology. • Use technical skills in the chosen genre and/or style. • Communicate ideas by interpreting music elements and concepts in contemporary music.	**Project -** Students plan, compose and evaluate a contemporary song.	**Composition**: up to 3 minutes **Planning and evaluation of composition**, either: • Multimodal: up to 5 minutes • Written: up to 600 words • Spoken: up to 4 minutes
				Performance - Students perform contemporary music that has a connection to their school or local community.	**Performance (live or recorded):** up to 4 minutes
Year 12	Building Your Brand	In this unit, students explore facets of the music industry and develop an understanding of current and emerging music genres and styles to inform the development of their artistic brand as a musician. They analyse music artists' brands across a range of eras and the approaches used to build brands.	• Use technical skills in a preferred contemporary music genre and/or style. • Plan a cover song that reflects a developing brand. • Communicate ideas by interpreting music elements and concepts to reflect a developing brand. • Evaluate a performance that reflects a musician's brand, using appropriate language conventions and terminology • Use music elements and concepts and compositional devices. • Communicate ideas in a composition that reflects a developing brand and is suitable for a music streaming platform	**Project -** Students perform a cover of current contemporary song that reflects a developing brand and is suitable for a live event or online platform. They plan the performance and evaluate their own or others' performance of a current contemporary cover song.	**Composition**: up to 3 minutes **Planning and evaluation of composition**, either: • Multimodal: up to 5 minutes • Written: up to 600 words • Spoken: up to 4 minutes
				Composition - Students make an original composition that reflects their developing brand and is suitable for their chosen music streaming platform.	**Composition:** up to 3 minutes, or equivalent section of a larger work
	The Cutting Edge	In this unit, students develop their understanding of relevant and appropriate music technology. Students encounter music elements and concepts and compositional devices through music technology, leading to opportunities for formation, expression and realisation of musical ideas.	• Use music elements and concepts, compositional devices and technical skills. • Plan music works that use music technology. • Communicate ideas through composing and performing music works that use music technology. • Evaluate music works that use music technology. • Use music elements and concepts and compositional devices. • Communicate ideas in a composition that has a connection to a school or local community, using music technology and production techniques.	**Project**- Students perform a cover song, focusing on the use of music technology. They plan a performance and evaluate their own or others' performance of a cover song	**Composition**: up to 3 minutes, **Planning and evaluation of composition**, One of the following: • Multimodal: up to 5 minutes • Written: up to 600 words • Spoken: up to 4 minutes
				Composition - Students use music technology and production techniques to make a composition that has a connection to their school or local community.	**Composition:** up to 3 minutes, or equivalent section of a larger work

Requirements: A4 notebook & A4 display folder, 8GB USB. Excursions costs approximately $80 **Additional Subject Cost: $50 p.a.**

Information correct at time of publication but subject to change

Social and Community Studies (6409) Department: Humanities and Business Status: Applied

Social and Community Studies develops the skills students need to function efficiently and positively in current and future life roles. The life roles and skills included are grouped into four areas: personal management, management of relationships, management of resources and community participation.

Content and Assessment Covered: SYLLABUS UNDER REVIEW

	Module	Subject Matter	Skills	Assessment	Assessment Conditions	Length
Year 11	Legally it could be you: rights and responsibilities	Individual legal rights and responsibility, youth legal issues	Personal Management, Management of relationships, Community Participation	Short response test	In class	70 mins
	Health – nutrition and leisure	You are what you eat: nutrition based individual and community health issues	Personal Management, Management of relationships, Community Participation	Blog and Pitch	Based on stimulus. Completed in class and at home.	400-700 words
	Gender & Identity	Gender roles & perceptions in popular culture and media	Management of relationships, Community Participation	Extended Response	Both based on classwork and research. Completed in class and at home.	500-800 words
	The Arts and the Community	The place of the creative arts in our community and how they interact with our beliefs and values.	Personal Management, Management of relationships	Project – written and multimodal	Based on classwork and research. Completed in class and at home.	400-700 words 2-4 mins
Year 12	Today's Society- The Real World	Contemporary youth issues	Personal Management, Management of relationships	Magazine article	Based on classwork and research. Completed in class and at home. Based on research. Completed in class and at home.	600-1000 words
	Overseas Sector: Tourism, travel and finance	International and domestic travel laws, insurance and health issues	Personal Management, Management of relationships, Resources Management	Short response test and investigative written response	In class Both based on classwork and research. Completed in class and at home.	90 mins 600-1000 words
	Personal Economics: money management	Budgeting, credit, loans banking contracts etc	Personal Management, Management of relationships	Household budget ledger and rationale	Both based on classwork and research. Completed in class and at home.	500-900 words

Requirements: Notebook or ring binder not shared with other subjects, calculator

Information correct at time of publication but subject to change

Sport and Recreation (6407) Department: Health and Physical Education Status: Applied

Sport and 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. 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. ***Note: Sports listed may be changed to suit the needs of individual classes.***

Content and Assessment: SYLLABUS UNDER REVIEW

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
1	Module 1: Sport Nutrition. **Practical: Lifesaving/Swimming**	• Develops students' understanding of nutrition and nutritional requirements for performance in sport. • Students will focus towards hydration requirements, energy sources, nutrients, RDIs and creation of nutritional plans. • Students will demonstrate physical performance in water safety and lifesaving context.	Investigation: Written Response	Individual assignment Seen task Class and own time Open book	600-800 words
	Module 2: Health and safety in sport and recreation. **Practical: Futsal**	• Develop students' understanding of health and safety policies, procedures and strategies involved with injury prevention, facility, personal and event management. • Students will assess the application of personal and interpersonal skills, persona attributes and mental tools in sport and recreation.	Performance: Futsal	Individual and group conditions/responses Open and closed environment	8 weeks
2	Module 3: Sport and recreation in the community. **Practical: Fitness Training**	• Develops students' application of knowledge and skills about training methods and principles in a range of fitness contexts and evaluate personal performances. • Students will focus on components of a training session, targeting energy systems, fitness components and sport specific requirements.	Performance: Fitness training	Individual and group conditions/responses	8 weeks
	Module 4: Training for fitness – Strength and conditioning. **Practical: Strength and conditioning training**	• Design and implement a fitness program based on individual fitness test results and goals. • Evaluate the effectiveness of the fitness program and make recommendations to enhance future performance of the fitness program.	Project: Component 1: Written Component 2: Performance Component 3: Evaluation	Individual assignment Seen task Class and own time Open book Multimodal presentation	Component 1: 400-700 words Component 2: 2-4 minutes Component 3: 2-4 minutes
3	Module 5: Sport coaching. **Practical: Basketball**	• Develops students' understanding of coaching principles and allows them to demonstrate and refine their coaching skills in a variety of basketball contexts. • Design and implementation of coaching sessions for an identified group of participants. • Evaluate the effectiveness of the coaching session and make recommendations to enhance future performances	Project: Component 1: Written Component 2: Performance Component 3: Evaluation	Individual assignment Seen task Class and own time Open book Multimodal presentation	Component 1: 500-900 words Component 2: 2-4 minutes Component 3: 3-6 minutes
	Module 6: Sport Officiating. **Practical: Athletics and minor games**	• Develops students' knowledge and skills required to officiate sporting games and/or competitions as a referee or linesperson. Students will demonstrate refereeing skills in a variety of contexts (athletics, primary school sport and minor games)	Performance: Officiating/refereeing	Completed individually	8 weeks
4	Module 7: Performance analysis. **Practical: Ultimate disc**	• Develops students' understanding and application of performance analysis tools and testing to identify a performers skill attributes, strength and weaknesses. • Students will apply this knowledge to evaluate the suitability of a performer to a particular sport and/or recreation activity.	Performance: Ultimate disc	Individual and group conditions/responses Open and closed environment	8 weeks
	Module 8: Benefits of participation in sport and recreation. **Practical: Indoor rock climbing**	• Develops students' understanding of the benefits of participation in sport and recreation with regards to the five dimensions of health. • Evaluates economic and technological effects on individual and group health and well-being.	Investigation: Written Response	Individual assignment Seen task Class and own time Open book	600-1000 words

Requirements: A4 notebook, compulsory participation in all practical activities, some training and practice in student's own time.

Additional Subject Cost: $125 (includes pool entry and gym entry)

Tourism (6422) Department: Humanities and Business Status: Applied

The study of tourism has a practical focus and aims to assist students to: develop confidence in a range of tourism contexts, appreciate cultural sensitivities, develop respect for moral and ethical behaviour, develop communication skills for the workplace, and develop responsible attitudes to safety, health and the well-being of others in the work environment. If this class runs as a Year 11/12 composite the order of the units may change.

Content and Assessment: SYLLABUS UNDER REVIEW

	Module	Subject Matter	Skills	Assessment	Assessment Conditions	Length
Year 11	**1: Introduction to Tourism**	What is tourism? Definition of Tourism Who is a Tourist? Operating sectors of the Tourism Industry Sources of Tourism information Areas of Employment in Tourism - career pathways Impacts of Tourism - positive and negative effects	Investigation Identification and application of communication, technology and planning skills	Examination	Supervised exam	60-90 mins
	2: Tailoring the travel experience	Travelling to the local area What motivates people to travel? Where do people travel? What destination information would benefit a tourist prior to travel? What are the elements of smart travel?	Investigation of needs and wants, planning packages for prospective clients	Investigation	Written based on site visit	500-800 words 2 -4 mins
	3: Niche tourism	What are the different types of tourists and their needs? How can the Tourism industry and its stakeholders develop sustainable strategies and implement plans to advance tourism in the niche markets?	Evaluate marketing strategies and data. Investigation, communication and use of technology	Project	Student Choice of Case Study	400–700 words 2-4 mins
	4: World tourism	What are the sustainable practices of Tourism? What are the social, cultural and economic impacts of Tourism? Global destinations and attractions	Investigation of relationships, laws and customs. Evaluation of impacts. Communication	Investigation	Written component: Feature Article	600-1000 words
Year 12	**5: Theme parks and attractions**	What are major current global, national and/or local issues for tourism? What is sustainable tourism? Focus: impact of theme parks	Investigation of a site, interpreting data, evaluation of sustainability.	Project	Field trip	500-900 words 3-6 mins
	6: Employment & employability	Skills currency in the tourism industry.	Identification and development of industry communication, teamwork and technology skills	Examination	Supervised short response 50-250 words	90 mins
	7: Future of Tourism	What are the emerging trends in tourism?	Investigation, application of ethical frameworks for resolving issues	Investigation	Portfolio of Travel Bookings Written Brochure in response to client brief with justification	600-1000 words

Content	Approx. date	Destination	Approximate Itinerary	Assessment Item
Tourism in the local area	Mid August	South Burnett tourist attractions	Day tour of local site eg Visitor Centre	Project
Marketing for tourism	Mid May	To be advised	To be advised	Site visit report and project

Excursion: Excursion Year 11 approximately $30, Year 12 approximately $70

Requirements: Notebook that is not shared with other subjects, calculator

Information correct at time of publication but subject to change

Visual Arts in Practice (6415) Department: The Arts Status: Applied

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working. Students may study the following units throughout the two-year learning cycle. Within each unit, there are two modules and two assessment tasks. Units may be studied in a different sequence.

SYLLABUS UNDER REVIEW

Unit	Module	Subject Matter	Skills	Assessment	Assessment Conditions
1	Transform and Extend	In this unit, students respond to an artist or artisan's ways of working by collating and analysing artworks of a chosen practitioner. They evaluate features that communicate the artist or artisan's style through recognisable or characteristic visual language, media, technologies and/or skills	Students consider context and purpose when making and responding to artworks. By investigating their chosen artist or artisan's style or art practice, students discover inspired ways of using visual language, media, technologies and skills. Students plan and make artworks inspired by their practitioner of choice, transforming and extending their outcomes by altering the media or meaning, and by adding elements or features to personalise the work. They demonstrate creative thinking skills as they innovate and resolve their own artwork.	Students make a folio of stylistic experiments inspired by evaluation of the art style and/or practice of an artist or artisan. Students plan a resolved artwork.	**Folio of stylistic experiments** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) **Planning and evaluation of folio of stylistic experiments** one of the following: • Multimodal (up to 5 minutes, 8 A4 pages or equivalent digital media) • Written (600 words) or Spoken (4 minutes, or signed equivalent)
				Students make a resolved artwork that communicates a developed style and/or practice, and takes inspiration from an artist or artisan from Assessment D1.	**Resolved artwork** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes
2	Clients	In this unit, students work collaboratively with a client to develop criteria and designs for artworks that meet clients' needs and expectations, and agree on essential visual language, media, technologies and/or skills. Students communicate to clarify expectations and generate ideas to test with clients before implementing them into a resolved artwork. They manage client expectations through organisation of resources and timelines to see projects realised.	Students consider context and purpose when making and responding to artworks. By investigating how other artists or artisans fulfil design briefs, they discover ways of using visual language, media, technologies and skills. Students work individually to generate artwork prototypes and test client response. They demonstrate creative thinking skills as they innovate and resolve the artwork based on the needs and expectations of the client.	Students make and evaluate a design proposal for a commissioned artwork in response to a client brief. Students plan a resolved artwork	**Design proposal** Multimodal: up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each) **Planning and evaluation of design proposal** **One of the following:** • Multimodal (up to 5 minutes, 8 A4 pages or equivalent digital media) • Written (600 words) or Spoken (4 minutes, or signed equivalent)
				Students make a resolved artwork that addresses client needs and specifications from Assessment C1.	**Resolved artwork** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes
3	Looking outwards (others)	In this unit, students respond to issues or concerns that take place locally, nationally and/or globally, and investigate how artists or artisans respond to these in their artworks. In the role of artists or artisans, students explore issues and concerns within times, places and spaces, and the impact these have on themselves and others in the community. Students provide their own commentary on the world around them through art-making processes.	Students consider context and purpose when making and responding to artworks. Students work individually and/or collaboratively to experiment with and explore emotive and persuasive visual language, media, technologies and skills used to communicate issues and concerns. They plan an artwork and demonstrate creative thinking skills as they innovate and resolve the planned artwork.	Students make a prototype artwork that explores a local, national or global issue. They evaluate others' artworks and plan for a resolved artwork that represents a local, national or global issue in a social space.	**Prototype artwork, o**ne of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes **Planning and evaluation of prototype artwork**, one of the following: • Multimodal (up to 5 minutes, 8 A4 pages or equivalent digital media) • Written (600 words) or Spoken (4 minutes, or signed equivalent)
				Students make a resolved artwork that communicates about a local, national or global issue in a social space	**Resolved artwork** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes
4	Looking Inwards (self)	In this unit, students explore and respond to ideas about self. They think creatively about their own and others' cultures and convey ideas in concise and engaging ways to make artworks. Students identify figurative and non-figurative ways to create representations of self. Figurative visual language may communicate explicit likeness, whereas non-figurative visual language is coded or symbolic.	Students consider context and purpose when making and responding to artworks. By investigating how other artists or artisans communicate ideas about self, they discover ways of using visual language, media, technologies and skills. Students work individually to experiment with and explore representations of self and to plan an artwork. They demonstrate creative thinking skills as they innovate and resolve the planned artwork.	Students make and evaluate an experimental folio that explores representation of self. Students plan a resolved artwork.	**Experimental folio** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) **Planning and evaluation of experimental folio,** one of the following: • Multimodal (up to 5 minutes, 8 A4 pages or equivalent digital media) • Written (600 words) or Spoken (4 minutes, or signed equivalent)
				Students make a resolved artwork that communicates representation of self from Assessment A1.	**Resolved artwork** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes

Excursion: Students will attend workshops and practical based excursions at [2] intervals during the course of the study (around the Toowoomba, Brisbane and Sunshine Coast area)

Requirements: Drawing materials (2B, 4B pencils and eraser) found objects as required, framing/presentation materials. **Additional Subject Cost: $120 p.a.**

Information correct at time of publication but subject to change

Active Volunteering (Year 11) Department: Senior Schooling

RTO: Kingaroy State High School, RTO Number 30385 Status: VET- Certificate II in Active Volunteering (CHC24015)

This certificate is completed in Year 11. This qualification reflects the role of entry level volunteer workers. At this level, work takes place under direct, regular supervision within clearly defined guidelines. This qualification may be used as a pathway for workforce entry. It is ***mandatory*** that students complete at least 20 hrs of volunteer work.

Content and Assessment Covered:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions
CORE				
CHCDIV001	Work with diverse people	Communication/employability skills	Folio, observations, role play, volunteer placement	In class/ volunteer placement/ volunteer placement
CHCVOL001	Be an effective volunteer	Communication/ employability skills	Folio, volunteer placement	In class
HLTWHS001	Participate in workplace health and safety	Literacy	Folios, observation, volunteer placement	In class/ volunteer placement
BSBCMM201	Communicate in the workplace	Communication/employability skills	Folio, observations, role play, volunteer placement	In class/ volunteer placement
ELECTIVES				
FSKLRG008	Use simple strategies for work related learning	Employability skills	Folio, project	In class
FSKOCM003	Participate in simple spoken interactions at work	Team work / oral communication	Folio, project, observation, role play	In class / volunteer placement
FSKWTG006	Write simple workplace information	Workplace documents	Folio	In class

Excursion: Nil

Requirements: 6 Manilla Folders, A4 notebook

Information correct at time of publication but subject to change

Applied Digital Technologies Department: Technology

RTO: Kingaroy State High School, RTO Number 30385 Status: VET- Certificate II in Applied Digital Technologies (ICT20120)

This is a stand-alone VET subject, which provides students with the opportunity to complete a Certificate II in Applied Digital Technologies This course provides general computing and employment skills that enable participation in an information technology environment in any industry.

Content and Assessment Covered:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions
BSBSUS211	Participate in sustainable work practices	This qualification provides the skills and knowledge for an individual to be competent in a wide range of general Information and Communication Technology (ICT) 'technical' functions and to achieve a degree of self-sufficiency as an advanced ICT 'user'. Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas including technical support, network administration, web technologies, software applications and digital media technologies.	**Throughout Course**: Projects Scenarios Problem solving Written Responses Observations with checklists and self-assessment Presentation Folio of work Questioning	Competency based continuous assessment
BSBTEC202	Use digital technologies to communicate in a work environment			Competency based continuous assessment
BSBWHS211	Contribute to the health and safety of self and others			Competency based continuous assessment
ICTICT213	Use computer operating systems and hardware			Competency based continuous assessment
ICTICT214	Operate application software packages			Competency based continuous assessment
ICTICT215	Operate digital media technology packages			Competency based continuous assessment
BSBTEC303	Create electronic presentations			Competency based continuous assessment
BSBTEC302	Design and produce spreadsheets			Competency based continuous assessment
ICTICT207	Integrate commercial computing packages			Competency based continuous assessment
ICTSAS214	Protect devices from spam and destructive software			Competency based continuous assessment
ICTWEB305	Produce digital images for the web			Competency based continuous assessment
ICTWEB304	Build simple web pages			Competency based continuous assessment

Excursion: Nil

Requirements: Computer and internet access, notes folder, named USB, earphone buds, mouse. A BYOX or 'One to One' device is required.

Information correct at time of publication but subject to change

Construction

Department: Technology

CPC10120 Certificate I in Construction / CPC20220 Certificate II in Construction Pathways

Registered training organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960

QCE Points: 4

Description

The dual construction qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

The units of competency within the dual qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The dual qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Eligibility - Cost

CPC10120 Certificate I in Construction is eligible for funding through the Department of Employment, Small Business and Training (DESBT) who provide funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = $1200.

CPC20220 Certificate II in Construction Pathways is not currently eligible for funding through the Department of Employment, Small Business and Training (DESBT). This portion of the Dual Qualification is being delivered by Blue Dog Training as a pilot program to 2024 enrolments and will **not incur a fee for service cost.**

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.
Blue Dog Training are responsible for all training and assessment.

Unit Code	Unit Name	CPC10120	CPC20220
CPCCWHS1001#	Prepare to work safely in the construction industry	✓	
CPCCCM2005*	Use construction tools and equipment	✓	
CPCCOM1014	Conduct workplace communication	✓	
CPCCOM2001*	Read and interpret plans and specifications	✓	
CPCCCM2004*	Handle construction materials	✓	✓
CPCCCM1011	Undertake basic estimation and costing	✓	✓
CPCCOM1012	Work effectively and sustainably in the construction industry	✓	✓
CPCCOM1013	Plan and organise work	✓	✓
CPCCVE1011*	Undertake a basic construction project	✓	✓
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	✓	✓
CPCCOM1015	Carry out measurements and calculations	✓	✓
CPCCCA2002*	Use carpentry tools and equipment		✓
CPCCCM2006	Apply basic levelling procedures		✓
CPCCWF2002*	Use wall and floor tiling tools and equipment		✓

Notes:

- *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- # Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information can be found about each of these individual qualifications at:
https://training.gov.au/Training/Details/CPC10120
https://training.gov.au/Training/Details/CPC20220

Requirements: **Students need to wear steel capped boots.** This is a Workplace Health & Safety requirement. Students not fulfilling this requirement will not be able to participate in this subject. Safety glasses need to be worn whilst in the workshop.

VETiS funded students: No cost

NON VETiS funded students: $200 p.a. (school) and $1200 Fee for Service to Blue Dog Training

Information correct at time of publication but subject to change

Engineering Pathways

Department: Technology

MEM20422 Certificate II in Engineering Pathways

Registered Training Organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960

QCE Points: 4

Description

The qualification MEM20422 provides students with an introduction to an engineering or related working environment.

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs be done in a safe manner for each learner and those around them.

Eligibility - Cost

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = $1200.

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Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training are responsible for all training and assessment.

Core

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSAENV272	Participate in environmentally sustainable work practices

Elective

MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

Notes:
*Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

More information about this qualification is available at:
https://training.gov.au/Training/Details/MEM20422

Requirements: **Students need to wear steel capped boots.** This is a Workplace Health & Safety requirement. Students not fulfilling this requirement will not be able to participate in this subject. Safety glasses need to be worn whilst in the workshop.

VETiS funded students: No cost

NON VETiS funded students: $200 p.a. (school) and $1200 Fee for Service to Blue Dog Training

Information correct at time of publication but subject to change

Fitness **Department:** Health & Physical Education **Status:** VET **Certificate III in Fitness (SIS30315)**

RTO: Binnacle Training, RTO Number 31319

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (ie the delivery of training and assessment services). To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php *and select 'RTO Files'.*

Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.

Content and Assessment Covered:

Unit	Subject Matter	Skills	Assessment Conditions	Assessment	Length
Term 1	• Binnacle Lounge Induction • Health, Safety and Law in the Sport, Fitness and Recreation industry Customer service • Community Coaching General Principles – online program • Outdoor Fitness	• Designing Group fitness Programs • Client screening and health assessment • Instructing and monitoring fitness programs • Working with specific population clients • Exercise science and nutrition	Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. All other practical experiences have been timetabled within class time. Log book kept approx. 40 hours	In Class Log Book	Varies
Term 2	• Assist with activity sessions • Deliver a community fitness program			In Class	Varies
Term 3	• Screening and assessing clients and group fitness • Exercise Science - Anatomy and Physiology • Cardiovascular conditioning programs			In Class	Varies
Term 4	• Exercise Science – Anatomy and Physiology (continued) • Group fitness • Gym programming			In Class Log Book	Varies
Term 5	• Programming and instruction • Introduction to specific populations • First Aid (School brings in External Provider)			In Class	Varies
Term 6	• Specific populations • Nutrition and performance • Mobility & flexibility		60 mins/week for min of 5 consecutive weeks delivering an exercise session to an adult client, undertaken at a fitness facility sourced by the school	In Class Log Book	Varies
Term 7	• Community Fitness • Specific Populations • Scenario clients (gym based)		A min 60 mins delivering a gentle exercise session to an older client (age 50+, undertaken at a fitness facility sourced by the school	In Class Log Book	Varies

Requirements: A4 lined notebook and writing materials. Please note -**This is an online course and as such a 'One to One' Device is required by the start of Year 11.**

Cost: Gym $70 + Binnacle Training $365 = $435

Hospitality

Department: Technology – Food and Textiles

Status: VET Certificate II in Hospitality (SIT20322)

RTO: Kingaroy State High School, RTO Number 30385

This qualification provides the knowledge and skills for an individual to be competent in a range of basic food and beverage service activities in a hospitality context. Students could expect to work in various hospitality settings such as restaurants, hotels, catering operations, clubs, pubs, cafes and coffee shops.

Content and Assessment

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
Year 11	**Students complete the following Units:** BSBTWK201 - Work effectively with others SITHIND006 - Source and use information on the hospitality industry SITXWHS005 - Participate in safe work practices SITXFSA005 - Use hygienic practices for food safety SITHFAB024 - Prepare and serve Non-alcoholic Beverages. SITXCCS011 - Interact with customers TLIE009 - Carry out basic workplace calculations SITXFIN007 - Process financial transactions. SITXCOM007 - Show social and cultural sensitivity.	Industry standard food and beverage preparation and service. Interpersonal skills required in the hospitality industry.	All assessment is competency based. Theory tests and practical tasks.	Industry Standards for practical work, individual / team work, class / own time. Students have the opportunity to resit tasks in order to gain competency. **Work Placement** – To achieve competency in these units, students are required to participate in Work Placement in venues outside the school. This Work Placement is out of school hours.	Practical tasks vary from 70 minutes to a number of hours eg catering function, work placement shifts.
Year 12	SITHFAB023 - Operate a bar SITHFAB022 - Clean and tidy bar areas SITHFAB027 - Provide responsible service of alcohol SITHFAB025 - Prepare and serve espresso coffee. SITHIND007- Use hospitality skills effectively SITHFAB027- Serve food and beverages	Industry standard beverage preparation and operation of a bar. Interpersonal skills required in the hospitality industry.	All assessment is competency based. Theory tests and practical tasks.	Industry Standards for practical work, individual / team work, class / own time. Students have the opportunity to resit tasks in order to gain competency. **Work Placement** – To achieve competency in these units, students are required to participate in Work Placement in venues outside the school and out of school hours. (Minimum of 12 shifts required over 2 years.)	Practical tasks vary from 70 minutes to a number of hours eg catering function, Work Placement shifts.

Excursion:

Content	Approx. Date	Destination	Approximate Itinerary	Assessment Item
Certificate II in Hospitality	Semester 1 Year 11	Brisbane / Sunshine Coast	One day excursion to investigate a range of hospitality establishments. Approximate cost - $65	Ongoing competency based assessment.
Certificate II in Hospitality	Semester 2 Year 12	Brisbane / Gold Coast	One or two day excursion to investigate a range of hospitality establishments. Approximate cost - $65	Ongoing competency based assessment.

Requirements: Ring Binder and paper, participation in the catering of school functions as well as training coffee shops at school and **training restaurants at a local restaurant and the RSL**. This is ***essential*** and requires the ***use of student's own time during school and own time***. Students are required to purchase a shirt and apron – approx. $40 (purchased through school). A set of "black and whites" is required for working in the restaurant and includes: girls – black knee length skirt or black trousers, and white blouse with collar, black shoes, black stockings; boys – black trousers and white shirt with collar, black bow tie and black shoes. The various uniforms are worn for all practical sessions and functions and are required in order to meet Health, Safety and Hygiene requirements.

Information correct at time of publication but subject to change

Skills for Work and Vocational Pathways (Year 12) Department: Senior Schooling

RTO: Kingaroy State High School, RTO Number 30385

Status: VET- Certificate II in Skills for Work and Vocational Pathways (FSK20119)

This certificate course provides students with a prevocational pathway to employment and vocational training. It is ***mandatory*** that students complete a work placement of 3 days, in Term 1. This subject is undertaken in Year 12.

Content and Assessment Covered:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions
CORE				
FSKLRGO11	Use routine strategies for work related learning	Literacy	Folio x2, project	In class
ELECTIVES				
SIRXWHS002	Contribute to workplace health and safety	Workplace safety	Folio, case studies, observations, short answers, work placement log book	In class, work placement
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work	Numeracy	Folio, written responses	In class
FSKNUM015	Estimate, measure and calculate routine metric measurements for work	Numeracy	Folio, observation, project, quiz	In class
FSKOCM007	Interact effectively with others at work	Communication	Folio, case studies, observations, short answers, work placement log book	In class, work placement
FSKRDG010	Read and respond to routine workplace information	Literacy	Folio, case studies, observations, short answers, work placement log book	In class, work placement
FSKWTG009	Write routine workplace texts	Literacy, workplace documents	Folio, observation, portfolio	In class
FSKWTG008	Complete routine workplace formatted texts	Literacy, workplace documents	Folio, observation, portfolio	In class
BSBWRT311	Write simple documents	Literacy, workplace documents	Folio, observation, portfolio	In class
FSKRDG008	Read and respond to information in routine visual and graphic form	Literacy, numeracy, workplace documents	Folio, observation, short answer questions	In class
FSKNUM017	Use familiar and routine maps and plans for work	Literacy, numeracy, workplace documents	Folio, observation	In class
FSKLRG010	Use routine strategies for career planning	Research, IT	Folio, project, portfolio	In class
FSKLRG009	Use strategies to respond to routine workplace problems	Problem solving	Folio, observation, case studies	In class
BSBPEF101	Plan and prepare for work readiness	Planning	Folio, project, portfolio	In class

Excursion: Nil

Requirements: 10 manila folders, A4 notebook

Workplace Skills Department: Senior Schooling

Status: VET **Certificate II in Workplace Skills – BSB20120**

RTO: Kingaroy State High School, RTO Number 30385

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles. This qualification also reflects the role of individuals who have not yet entered the workforce, and are developing the necessary skills in preparation for work. Job roles relate to a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. Students completing this Certificate course oversee the operation of the school tables project which requires them to call for applications, complete inspections and issue notices to students when necessary. Students must have a 'One to One' device to undertake this course.

Content and Assessment:

Unit	Subject Matter	Skills	Assessment	Assessment Conditions	Length
BSBCMM211	Apply communication skills	This qualification provides the skills and knowledge for an individual to be competent in a wide range of general Business areas. The competencies of this certificate are aimed at gaining skills relevant to the business sector and application of these skills to the standard of performance required in the workplace.	Throughout course: • Folios • Observations • Short answer questions • Assignments	Competency based continuous assessment carried out in class.	
BSBOPS201	Work effectively in business environments				
BSBPEF202	Plan and apply time management				
BSBSUS211	Participate in sustainable work practices				
BSBWHS211	Contribute to the health and safety of self and others				
BSBPEF201	Support personal wellbeing in the workplace				
BSBTEC201	Use business software applications				
FSKDIG001	Use digital technology for short and basic workplace tasks				
BSBOPS202	Engage with customers				
BSBOPS203	Deliver a service to customers				

Requirements: A BYOX or 'One to One' device is required.

QCIA Pathway Information

Community, Citizenship and the Environment (CCE) **Needs Principal Approval** **Status:** QCIA

Students develop knowledge, understanding and skills about communities, citizenship and the environment. They learn about active citizenship, and participate in and contribute to their local and wider communities. Students learn about changes over time and across locations. They explore the world around them, and investigate the natural and constructed features of places and different environments and the relationship between people and places. Students learn how scientific understandings can inform decision making about people, environments and their relationships.

Learning Focus	Learning Goals	Length – 2 lessons per week	Assessment
History	• Past, present and future • Australian history/aboriginal history • Local historical landmarks • National days - Anzac Day, Australia Day, Easter & Christmas	20 weeks	Written - report - booklet - mapping Spoken - oral presentations - explanation - interviews - role plays Multimodal - delivery of a slide show - short video clip - poster Experiments
Geography	• Australia (mapping) • States • Local environment/landmarks • Identify and explore different environments- the purpose- beaches, desserts, rivers, mountains, local streams • Natural disasters – Floods, Fire, Drought, Cyclone • Being prepared for natural disasters	20 weeks	
Science	• Weather, seasons • Senses • Environment - impact & importance for plants and humans • Daily life science - plant propagation - inventions - basic scientific reasoning in day to day living	30 weeks	
Community	• Identify safety structures in the community and reasons for them, eg. bridges, signs, roads • Explore the local community and identify services within it • Importance of a community • Involvement in a community	10 weeks	
Community/Team Orientated Project	• Plan and participate in school and community activities, using strategies to solve problems and build teams. • Create ways to take action to address community needs and problems using skills to engage community members. • Plan supported by scientific evidence.	Ongoing throughout the 2 years	
Technology	• Photography • Researching and multimedia presentation of discoveries.		

Excursion: Various excursions within the community which may incur a cost for bus travel and entry fees.

Requirements: Pencil case with pencils, pens, eraser, sharpener, glue stick, coloured pencils, ruler and notebook.

English Foundations (EFO)

Needs Principal Approval

Status: QCIA

Students gain knowledge, understanding and skills in literacy and digital and other technologies. They learn to comprehend language in listening, reading and viewing. Students learn to use language to communicate with others through speaking, writing and creating.

Learning Focus	Learning Goals	Length	Assessment
Personal Identity Media Matters Fact vs Fiction Social Justice Issues Tourism and Travel Current Affairs Popular Culture Future Pathways	• Oral language development • Sentence construction and deconstruction • Listen to and comprehend information presented in spoken texts and texts read aloud. • Navigate, read and view different types of texts. • Use comprehension strategies such as interpreting literal information, making inferences and predicting to explore topics. • Summarise and organise information and ideas. • Interpret implicit and explicit meaning of symbols, words and phrases. • Compare texts on similar topics or themes. • Respond to questions, sequence events and identify information from texts • Create and use information in texts to explore a topic • Comment on people, events and objects in the past, present and future and to ask questions • Compose and edit texts to record, report and represent events and ideas. • Explore and create different genres, eg. information reports, persuasive texts. • Explore attitudes, values and beliefs in different contexts.	Year 11 - 38 weeks Year 12 - 37 weeks	Written - review - report - cloze passage - brochure Spoken - oral presentations - debates - interviews - roleplay Multimodal - delivery of a slide show - short video clip - webpage

Excursion: Various excursions within the community.

Requirements: Pencil case with pencils, pens, eraser, sharpener, glue stick, coloured pencils, ruler, notebook and tablet.

Fitness and Well-being Foundations (FFO) Needs Principal Approval Status: QCIA

Students gain knowledge, understanding and skills to participate in a variety of leisure and recreation activities. They learn about different physical activities and the importance of lifelong physical activity. Students learn to identify, experience and participate in their own preferred leisure and recreation activities. They learn about their own and others' identity, health and wellbeing and ways to keep safe in the environment.

Learning Focus	Learning Goals	Length – 1 lesson per week	Assessment
Physical Activity for Leisure and Recreation	• Identify body parts and purpose • Movement Skills and challenges • Group activities and fair play • Importance of lifelong physical activity • Identify effects of regular and non-regular participation in physical education activities on own health and well being	Year 11 - 38 weeks Year 12 - 37 weeks	Work booklet Anecdotal notes Exercise circuit cards Class Book: Each student will complete a summary on a sport, sports player and sports team. Photographic evidence Written/verbal explanations Checklists Exit cards
Preferred Recreation and Leisure Activity	• Identifying preferences • Researching and reporting on a sport, sports player and sports team. • Reflecting on positive and negatives of sport • Sporting section of the local paper		
Well Being: Understanding and managing emotions	• Rock n Water • Explore and identify with feelings and emotions • Explore ways to identify, manage and moderate emotions and emotional responses		
Interacting with others	• Show awareness and acceptance of others • Identify positive ways to initiate, join and interrupt conversation with adults and peers • Explore characteristics of cooperative behaviour and practice skills		
Safety	• Identify situations and environments that feel safe or unsafe • Identify appropriate dress requirements for a range of activities • Identify sun safety and care.		
Weekly Team Sport	• Participate in term recreation activity: Rotate each term eg. Tennis, Gym, Gardening, etc • Apply basic rules and scoring • Identify rules and play fairly when participating in physical education		
Participating in activities	• Explore ways spectators show appreciation at a show, sporting event or concert • Participating as a team player • Participate in an organised school event		

Excursion: Various excursions within the community.

Requirements: Pencil case with pencils, pens, eraser, sharpener, glue stick, coloured pencils, ruler and notebook.

Additional Subject Cost: $50 **(entry fees to external sporting agencies)**

Life Beyond School (LBS)

Needs Principal Approval

Status: QCIA

Students develop knowledge, understanding and skills in relevant personal and living dimensions, identifying and investigating their post-school pathways. Students learn about how to set goals and make decisions to achieve them. Students learn about local and community resources for living independently and interdependently. They learn how to access resources to support their needs when they transition to life beyond school.

Learning Focus	Learning Goals	Length	Assessment
Post School Pathways	Options for living independently and interdependently • Plan transition to life beyond school, with support from peers, family, familiar adults and external community agencies.	Year 11 - 38 weeks Year 12 - 37 weeks	Exit tickets Checklists Anecdotal notes Workbook Projects Role plays
	Vocational and transition options • Identify specific experience, knowledge and skills needed to gain necessary experience in preferred post-school pathway eg resume, application forms. • Workplace, health and safety protocols		
	Accessing local and community resources • Research and access products and services to support participation in life beyond school.		
Skills for life beyond school	Self-knowledge • Identifying with skills, talents and learning styles • Explore strategies appropriate for supporting weakness and success in society and work place		
	Skills for managing self and others • Encourage others, negotiate roles and relationships and manage time and tasks		
	Independence skills • Show awareness of routines in different environment eg work, home, school, home, community		
	Goal setting and decision making • Understand and explain the importance of goal setting and self-management. • Make decisions as an individual and a member of a group when working towards and achieving goals.		

Excursion: Various excursions within the community which may incur a cost for bus travel and entry fees.

Requirements: Pencil case with pencils, eraser, pens and sharpener. Colouring in pencils, ruler and notebook

Healthy Cooking and Catering Foundations (HCC) Needs Principal Approval Status: QCIA

Students develop knowledge, understanding and skills in relevant personal and living dimensions. They explore and take actions to keep themselves and their peers healthy through food and nutrition. They learn about safe kitchen practices. They explore the catering industry in a range of contexts.

Learning Focus	Learning Goals	Length	Assessment
Healthy Mealtime Options	• Explore healthy eating and mealtime options. • Identify appropriate behaviours when eating at a table • Identify, locate, read and interpret appropriate recipes, eg recipe book, internet • Create a list of ingredients, utensils, etc. required for the preparation of a recipe • Organise ingredients, follow recipe and create meal • Explore impacts of healthy eating and impacts of unhealthy eating on own and others' health, including messages in the media and how they relate to health decisions and behaviours	Year 11 - 38 weeks Year 12 - 37 weeks	Workbook Anecdotal Notes Checklists Photographic evidence of cooking skills Demonstrations Video clips Oral Presentations
Kitchen Operations	• Identify and implement safe kitchen practices and procedures • Identify appropriate dress requirement for food preparation • Skills include preparation of ingredients and utensils, knife skills, methods of cookery, quality control, food portion • Food presentation techniques • Purchase and storage of ingredients • Kitchen equipment selection based on production requirements, maintenance and cleaning, safe use		
Catering Interacting with others	• Literacy (reading menus and customer orders), numeracy (calculating bills, estimate room arrangements, tables, cutlery needs) and digital media skills relevant to production and service skills. • Work as a group to cater for a range of events, including community events. • Menu types and planning according to context. • Customer service procedures eg addressing customer expectations, interactions and complaints • Knowledge of social and cultural groups and their expectations • End of service procedures, safe storage, cleaning, evaluation and review. • Knowledge of different catering contexts, eg school function, coffee shop, takeaway food. • Promotion, marketing and advertising of products and services. • Personal attributes eg integrity, initiative, independence, work ethic, code of conduct, service ethos, time management • Personal presentation, eg personal hygiene and grooming, uniform requirements • Understanding of how communities provide support and care for their citizens. • Practise personal and social skills to interact with and include others.		

Excursion: Various excursions within the community.

Requirements: Pencil case with pencils, pens, eraser, sharpener, glue stick, coloured pencils, ruler and notebook.

Additional Subject Cost: $50

Maths Foundations (MFO) Needs Principal Approval Status: QCIA

Students develop knowledge, understanding and skills in numeracy to use in everyday situations.

Learning Focus	Learning Goals	Length	Assessment
Everyday Numeracy Skills	Understanding and using number values • Explore concepts of counting, quantity and measurement using everyday experiences eg. more and less, bigger and smaller, the same • Model, connect, represent, order and use numbers • Use language or actions to describe characteristics of length, temperature, mass, volume, capacity and area in familiar environment • Measure and compare size and mass of objects • Estimate the solution to a problem and then check the solution by recalling addition, subtraction, and multiplication and division facts. • Check calculations using mental, written and technology strategies. • Recognise and describe whole, halves, quarter and equal parts of an object • Understand and sequence – tenths, hundredths, 1 and 2 place decimals, fractions, decimals, simple fractions and rates • Solve problems using – halves, quarters, equivalent fractions, 10^{th},100ths, 1 and 2 place decimals, simple fractions and rates	Year 11 – 38 weeks Year 12 – 37 weeks	Work booklet Checklists Photographic evidence Written/verbal explanations Anecdotal Exit cards Problem solving real life numeracy scenarios
	Applying patterns and relationship • Identify, sort, describe, continue and create simple and complex patterns • Identify, sort and match simple 2D and 3D objects • Identify, sort, match and describe symmetry, shapes and simple angles in the environment • Demonstrate an understanding of positional language eg next to, in front of		
	Using Data • Identify different types and ways of collecting and recording data • Select, ask and answer simple data gathering questions. • Collect record and display data as tables, diagrams, picture graphs and column graphs		
	Applying concepts of time • Recognise that time is used to organise and describe daily events eg before/after, earlier/later, day/night, yesterday/today/tomorrow • Recognise that time is measured in units, including hours, mins, secs, days, weeks, months, seasons and years • Describe the sequence of daily activities and special events using suitable descriptions or unit of times • Read digital and analogue times to hour, half-hour, quarter-hour and minute • Interpret and use timetables to explain travel options		
	Using money • Identify situations the purpose of money and when it is used. • Identify different values of coins and notes and use them for simple purchases • Explore how money is earnt through employment and support agencies • Explore taxes, banking and how to use money. • Explore borrowing and repaying money options • Prioritising needs and wants and allocating money accordingly, budgeting and saving plans		

Excursion: Various excursions within the community

Requirements: Pencil case with pencils, eraser, pens and sharpener. Colouring in pencils, ruler and notebook

Social Skills and Wellbeing (SSW)

Needs Principal Approval **Status**: QCIA

Students develop knowledge, understanding and skills in relevant personal and living dimensions, including health and wellbeing of themselves and others. They explore and take actions to keep themselves and their peers healthy and safe in a range of environments. They learn about emotions, how to enhance their interactions and relationships with others, and the physical and social changes they go through as they get older.

Learning Focus	Learning Goals	Length	Assessment
Identity	Resilience • Explore and practise strategies to use when feeling uncomfortable or unsafe, or needing help with a task, problem or situation	Year 11 - 38 weeks Year 12 - 37 weeks	Exit tickets Checklists Anecdotal notes Workbook Projects Role plays
	Self –Identity and others' identities • Explore personal interests, strengths, interests, weaknesses, skills and achievements contribute to family, school life and community.		
	Values and Ethics • Identify and describe ethical concepts arising in familiar contexts eg. right and wrong, respect, honesty, fairness, and justice, equality and equity • Explore values that may be accepted or not accepted in communities.		
Health and Wellbeing	Physical and Social Development • Explore how their body is growing and changing. • Explore strategies to manage physical, emotional and social changes		
	Understanding and Managing Emotions • Explore strategies to manage and moderate emotions in familiar and unfamiliar situations.		
	Safety • Explore strategies that promote wellbeing, safe practices and protective behaviour.		
	Interacting with Others • Contribute to groups and teams, suggesting improvement in methods used for group projects.		
	Relationship • Identify different types of relationships within and beyond the family • Identify ways to care for others, including ways of making and keeping friends. • Explore the connection between intimate relationships and reproductive and sexual health.		

Excursion: Various excursions within the community and guest speakers.

Requirements: Pencil case with pencils, pens, eraser, sharpener, glue stick, coloured pencils, ruler and notebook.

Technology & Programming Foundations (TEP) **Needs Principal Approval** **Status**: QCIA

Students gain knowledge, understanding and skills in digital technologies, with a focus on programming and robotics. Students will learn to build and code robots while completing various coding challenges.

Learning Focus	Learning Goals	Length	Assessment
Basic Robotics	• Explore and experiment with entry level robots • Solve proposed problems in both individual and group situations	Year 11 - 38 weeks Year 12 - 37 weeks	• Observations • Video recording • Checklists • Completion certificate • Oral Presentations
Robot building and programming	• Build and program intermediate robots • Use sensors to perform advanced functions • Complete programming challenges using drag and drop blocks programs.		
Coding and Robotics	• Program intermediate robots • Use sensors to perform advanced functions • Complete programming challenges using state machine programs		
Technical & Social Protocols for use of a Digital Technology	• When and where to use technology • Using search engines, eg Google • Communication, eg email, blog • Social media • Backing up technology • Troubleshooting		

Excursion: Local Robotics Challenge

Requirements: Pencil case with pencils, pens, eraser, sharpener, glue stick, coloured pencils, ruler, notebook and tablet.