Mackay State High School

Senior Subject Guide 2026

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A Message from the Principal
Mrs Felicity Roberts

The Mackay Community is very proud of its local secondary school because of the reputation we have established in providing unique senior courses that cater to student's diverse pathways. Our curriculum offerings embed 21st Century skills and we are committed to ensuring that we achieve with pride!

Mackay State High School takes great pride in supporting every student to access a meaningful and successful pathway beyond school. The transition from Year 10 into the Senior Years (11 and 12) is a significant milestone, and we are committed to providing students with the best possible advice, guidance, and opportunities to help them make informed decisions about their future.

This handbook has been developed to guide students and parents/carers through the Year 11 and 12 subject selection process. It outlines the extensive range of subjects and programs Mackay SHS will offer students entering Year 11 in 2026. One of the strengths of being a large secondary school is the breadth of our curriculum. We aim to cater to the diverse needs, interests, and future pathways of our students, whether they are university-bound, pursuing further training, or entering directly into the workforce.

Queensland Curriculum and Assessment Authority (QCAA) subjects form the foundation of our senior curriculum. These are complemented by a wide range of Vocational Education and Training (VET) options delivered by Mackay SHS as a Registered Training Organisation (RTO) and through partnerships with other training providers. Please note that all senior subjects are based on a two-year course of study (Years 11 and 12), and a minimum number of student enrolments is required for a subject to run.

The information in this handbook is a summary of approved General and Applied syllabuses, along with details of vocational programs. For more detailed information, students and parents are encouraged to speak with their teachers, Heads of Department, or Guidance Officers. The QCAA website is also a useful resource for information on the Queensland Certificate of Education (QCE), Australian Tertiary Admission Rank (ATAR) eligibility, and senior schooling requirements.

Our school will also host individual Senior Education and Training (SET) Plan meetings, involving students and their parent/guardian with a member of the school's Executive Team. These one-on-one meetings are designed to ensure that every student chooses the best possible course of study and is given the time and support needed to make well-informed decisions about their future.

As the Principal of Mackay State High School, I am committed to delivering a first-class education that meets the unique needs of every child. We have a fantastic school, dedicated staff, and a strong culture of care and high expectations – and I am proud to be leading it.

Felicity Roberts
Principal

Welcome to Senior Schooling

Mackay State High School caters for a wide variety of clientele. We promote high quality teaching through a wide range of pedagogical and systemic processes, continually assessing what we offer, how we offer it, and how we can improve. Community plays a large part in providing quality education and recognition of achievement.

Emphasis is placed on students doing their best and planning pathways for their future. To this end, the whole school operates under 3 core values, which feed our ideology in all aspects of what we do. These 3 core values are: Respect, Responsibility and Resilience.

Our school motto "Labor Vincit – Work Conquers" and our mission statement, "We Believe, We Achieve", provide a focused mantra which reflect our whole school ethos, and can be referred to in whatever we do. They convey a simple but reflective reminder of why we are all here and where we are heading.

In the Senior Secondary curriculum, a variety of subjects are offered to students to enable them to prepare for future pathways. The range of subjects offered at Mackay State High School is designed to cater for students of all levels of ability, interests and career aspirations. Selecting subjects for the next two years is a very important process. So, it is very important that subject choices are discussed with students, teachers and parents, to ensure the correct choices are made for the beginning of Year 11. These conversations will start within SET Plan interviews. The major objective of this booklet is to provide you with as much information as possible.

When selecting subjects to study in Year 11 and 12, the best advice that we can give is for students to pick subjects that:

- they like,
- they are capable of completing successfully (that they are good at), or
- they need to access careers or courses in the future (prerequisites).

If students follow these guidelines, they will enjoy the schoolwork and success will follow.

Along with subjects offered at school, students are able to engage in subjects offered by Central Queensland University through either the Start TAFE Now (STN) or the Start Uni Now (SUN) programs. Students are also able to engage with the Mackay Engineering College (MEC). These courses allow students to engage in learning that will help them gain credits towards their Queensland Certificate of Education (QCE), as well as prepare them for future pathways.

The best decisions are based on good information. Good luck with your research and considerations. If you need more help, please see either me, the Transition Officer, Youth Support Coordinator, Guidance Officer, Deputy Principal, Subject Area HODs or our teachers.

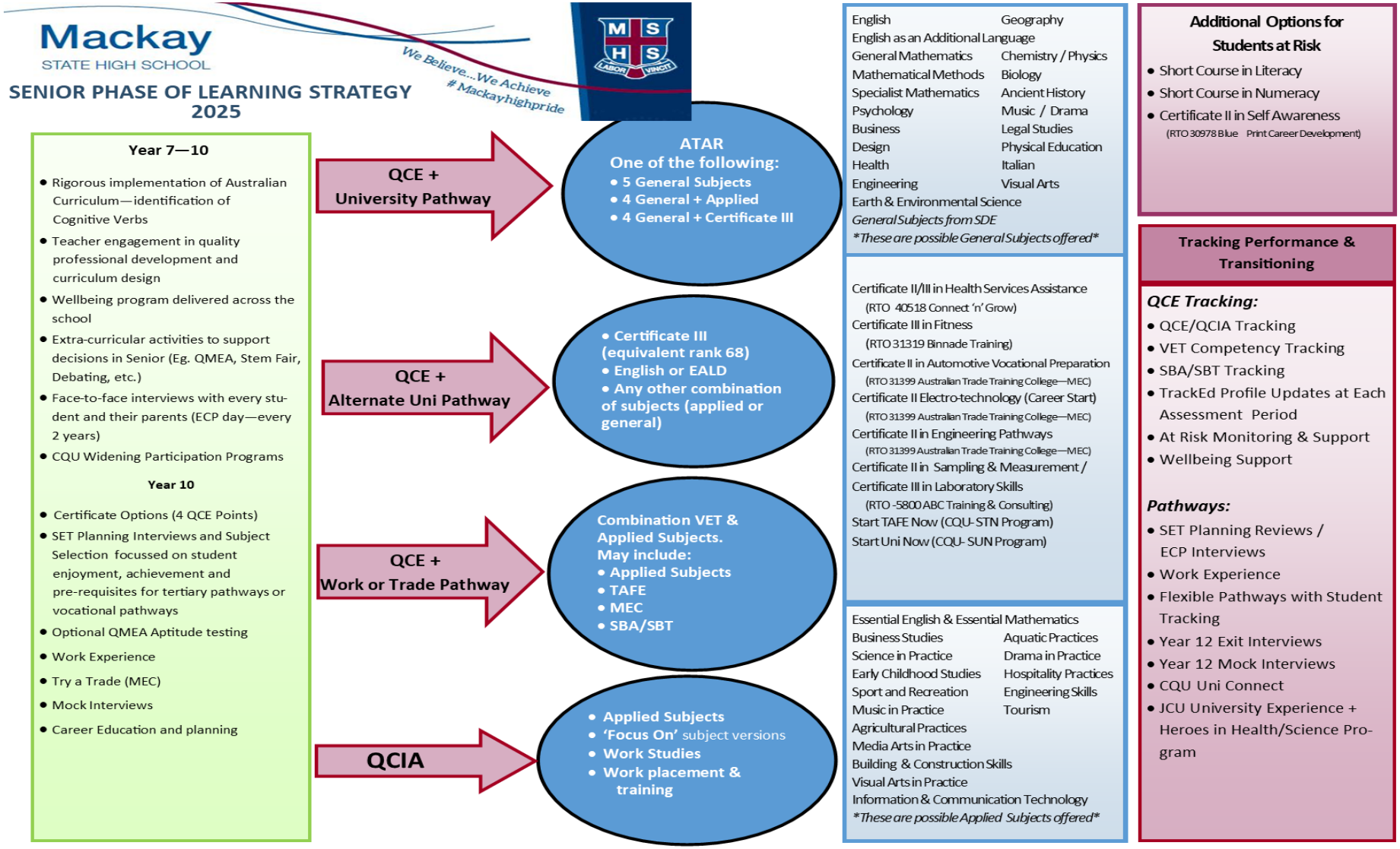
Regards

S. Barnard

Sharon Barnard
Deputy Principal, Transition – Year 11 & 12

Contents

SENIOR PHASE OF LEARNING



CHOOSING SENIOR SUBJECTS

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you can choose in the future, your success at school and your opinion about school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task in a logical manner and follow a set of planned steps

Guidelines

- ***Find out about occupational pathways***

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present then select subjects that will keep several career options open to you.

You will also need to find out about the various pathways you can take to obtain qualifications you will need to get a job in the occupational areas in which you are interested. Once you know about the different pathways you can select the most appropriate one for you.

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

Job Outlook is a career and labour market resource and can be accessed at: www.joboutlook.gov.au/

The Tertiary Prerequisites 2027 book is available as a digital version from QTAC (Queensland Tertiary Admissions Centre) to all Year 10 students. This provides information on subjects required for entry to tertiary courses offered through QTAC, in the year 2027. Information can also be obtained from the website at: www.qtac.edu.au/

- ***Find out about the subjects offered by your school***

Mackay State High School offers the following types of subjects:

  - General Subjects
  - Applied Subjects
  - Vocational Education and Training Courses

- ***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 booklets provided by your 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.

- ***Choose a combination of subjects that suit your needs and abilities***

Traps to avoid:

  - Do not select subjects simply because someone has told you that they "will help you get a better ATAR".
  - Consider other people's opinions of the subjects but do not make your decision on these alone.
  - Check out the subjects for yourself.
  - Do not choose a subject because of who you think the teacher may be.
  - Do not choose subjects just to be with your friends.

- ***Be prepared to ask for help***

If you and your parents 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 department, senior phase officer, youth support coordinator, guidance officer, deputy principals and principal. Don't be afraid to seek their assistance. They are all prepared to help.

Vocational Education

Consider taking Vocational Education and Training courses 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.
- If choosing both Applied and VET subjects please read the details about 'Duplication of Learning' on page 11.

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 the QTAC Tertiary Prerequisites 2027 book.

Also, make sure your combination of subjects meet the following eligibility requirements to be issued with an ATAR:

- Satisfactorily completed an English subject
- Completed five general subjects, or four general subjects plus one applied subject or VET course at AQF Certificate III or above
- While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

INTRODUCTION TO VOCATIONAL EDUCATION AND TRAINING

Vocational Education and Training (VET) enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace.

Student achievement in accredited vocational education qualifications is based on industry-endorsed competency standards and is recorded in the student's learning account. These qualifications are recognised within the Australian Qualifications Framework (AQF), 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.

VET Qualifications contribute to the Queensland Certificate of Education if the required standard is reached. *Note:* for a student to be issued the Certificate or Statement of Attainment for their participation in a VET Course they must provide the school their USI number. Students can apply for this at any time by going to the following website: https://www.usi.gov.au.

Vocational Education and Training in School Funding (VETiS)

Vocational Education and Training in Schools (VETiS) focuses on delivering qualifications to provide students with the skills and knowledge required for specific industries.

The VET investment budget will only fund **ONE** (1) qualification (fee-free) in a skills priority list for students enrolled in schools. If the qualification is **NOT** listed on the Queensland Training Subsidies list students are required to pay **full fees** (fee-for-service).

These subsidies do **not** affect:

- VET delivered and resourced by schools (e.g. Certificate II in Skills for Work and Vocational Pathways or Certificate II in Financial Literacy).
- School-based apprenticeships and traineeships (SATs).
- Courses offered through the school (in partnership) but not on the skills priority list (Certificate III in Fitness).

Students must meet the following eligibility criteria:

- Australian Citizen or New Zealand Citizen
- Australian Permanent Resident
- Not previously completed a VETiS funded Certificate I or II course with any provider
  *Note: Some "temporary residents of Australia with visa and work permits on the pathway to permanent residency, may be entitled to subsidised training through funded programs under the Queensland VET investment budget." (*https://desbt.qld.gov.au/training/providers/inclusive/visa-eligibility) *A list of the approved VISA subclasses that are eligible can be found on the website above.*

VETiS courses that may be subsidised and offered in 2025 through external RTO's are listed below. Their VETiS/Fee for Service costs are provided on the subject pages that follow. Upon enrolment into these courses students are asked to acknowledge the use of their VETiS funding as well as complete the required enrolment form/s.

- Certificate III in Fitness
- Certificate II in Health Support Services / Certificate III in Health Services Assistance
- Certificate II in Sampling and Measurement / Certificate III in Laboratory Skills
- MEC Courses
- TAFE Courses

For further information on VETiS visit http://www.training.qld.gov.au/VETiS or contact the HOD VET

APPLIED SUBJECTS AND CERTIFICATE II VET QUALIFICATIONS WITH DUPLICATION OF LEARNING

The QCAA considers Applied subjects and VET qualifications at Australian Qualifications Framework (AQF) Level 2 that have similar subject matter and learning goals to be duplication of learning.

Students may enrol in any VET qualification. However, when a student is enrolled in both the identified Applied subject and VET qualification that has been listed as having similar learning, credit for the QCE is determined by the QCAA. Relevant Applied subjects and related qualifications are identified in the table: *Applied subjects and Certificate II VET qualifications with duplication of learning*.

Students may enrol in a combination of these courses; however, where duplication has been identified, QCE credit will only accrue for one course, i.e. a maximum of 4 QCE credits. At the time of enrolment, the list of courses in the table below applies. This list of subjects and qualifications is reviewed and updated annually. If a qualification on this list is superseded, the new qualification will be considered 'duplication of learning' unless otherwise advised.

All completed and partially completed VET qualifications and Applied subjects are recorded on the statement of results.

Learning area	Applied subject	VET qualification	Max. QCE credit
English	Essential English	No duplication	4
Health and Physical Education	Early Childhood Studies	No duplication	4
	Sport and Recreation	SIS20122 Certificate II in Sport and Recreation	4
Humanities and Social Sciences	Business Studies	BSB20120 Certificate II in Workplace Skills	4
	Tourism	SIT20116 Certificate II in Tourism SIT20122 Certificate II in Tourism	4
Mathematics	Essential Mathematics	No duplication	4
Science	Agricultural Practices	AHC20116 Certificate II in Agriculture AHC21216 Certificate II in Rural Operations AHC20122 Certificate II in Agriculture	4
	Aquatic Practices	No duplication	4
	Science in Practice	No duplication	4
Technologies	Building & Construction Skills	CPC20220 Certificate II in Construction Pathways	4
	Engineering Skills	MEM20422 Certificate II in Engineering Pathways	4
	Fashion	MST20722 Certificate II in Apparel, Fashion and Textiles	4
	Furnishing Skills	MSF20522 Certificate II in Furniture Making Pathways	4
	Hospitality Practices	SIT20316 Certificate II in Hospitality SIT20322 Certificate II in Hospitality	4
	Industrial Graphics Skills	No duplication	4
	Industrial Technology Skills	MSM20216 Certificate II in Manufacturing Technology	4
	Information & Communication Technology	ICT20120 Certificate II in Applied Digital Technologies	4
The Arts	Drama in Practice	No duplication	4
	Media Arts in Practice	No duplication	4
	Music in Practice	CUA20620 Certificate II in Music	4
	Visual Arts in Practice	CUA20720 Certificate II in Visual Arts	4
Note: If a qualification on this list is superseded, the new qualification will be considered 'duplication of learning' unless otherwise advised.			

BYOx eLEARNING PROGRAM

Bring Your Own 'x' means students bringing their own digital devices to school for the purpose of learning. *BYOx* is a digital device which is privately-owned and is able to be used to access the departmental network and information systems in an educational setting.

Mackay State High School has been very successful at embedding technology in student learning and this has delivered many benefits to the school community. 2017 saw the commencement of **all students** being able to bring their privately-owned devices to school. At this school, technology is a tool that enhances teaching and learning, and allows differentiation in learning. Teachers, as life-long learners, will continue to focus on developing their digital practices, pedagogical and content expertise; utilising technology in an educationally purposeful way.

Technology facilitates the creation and sharing of knowledge. It provides the ability for our students to share information both locally and across the globe. By utilising virtual classrooms and online learning environments, students can research, collaborate, create, refine, present, and represent knowledge and skills, in contemporary and meaningful ways. Access to technology allows students to transition seamlessly, their learning from school to home and in between. It provides opportunities for students to be challenged by tasks that were once inconceivable: truly transforming learning; and preparing students to be the life-long learners, innovators, entrepreneurs and leaders of tomorrow.

The *BYOx eLearning Program* allows parents to use an existing family-owned device or purchase a device of their choice that meets the minimum requirements** of the school. **Students are required to have the appropriate software** to meet the subject requirements they intend to study.**

Our school's *ICT Services Centre*, provides assistance to our students, with connecting to the wireless network, installation of software, basic triage and quick fixes to their devices. Access to the department's ICT network is provided only if the device meets the school's security requirements which requires that anti-virus software has been installed, is running and is kept updated.

Students and parents are responsible for the security, integrity, insurance and maintenance of privately-owned devices and their private network.

For families with financial hardship, Mackay State High School has established an *Equity Program* which can provide a limited amount of school-owned laptops throughout the year. Ask our Office staff for details of the school's *Equity Program* and application information.

Mackay State High School is committed to moving students and staff forward in a contemporary learning environment.

For more details see the *2025 BYOx eLearning Program* ***Guide for Parents and Students* available on school website or obtain a copy from General Office. As a part of our *BYOx* program Microsoft Office 365 is available to students free of charge.

Note: As technology is integral to the core curriculum it is highly recommended that students be part of the *BYOx eLearning Program* to support their learning

Special Features offered by Mackay State High School

Along with the Core Curriculum we are able to offer an extensive range of specialised learning areas and extra-curricular opportunities. These include offerings in The Arts and the Sporting arena.

SPORTS ACADEMIES

The Health and Physical Education (HPE) Department prides itself on providing many and varied opportunities for success for all students, whether it be in the academic or sporting fields. As part of an extensive extracurricular program students are offered opportunities to play and compete at local, Regional, State, National and International levels in sport. Some school sporting teams are also given the opportunity to be invited to be part of State and International Touring Teams. Three sports, **Rugby League**, **Football** and **Netball**, are offered as a specialised learning area as Sporting Academy classes, that are scheduled in the Curriculum offerings. These Sporting Academies are unique to Mackay State High School. One of the aims of the Sports Academies is to provide students with training and playing opportunities, above and beyond, what currently exists in the Mackay area for talented players. Students can apply to be enrolled in a Sporting Academy class as an extra-curricular lesson in Year 11 and 12. Further details about the Academy classes are contained in the *School Subject* section of the booklet.

CREATIVE ARTS ACADEMY

The school also offers students opportunities to develop and excel in a range of extra-curricular Arts activities and encourages students to develop their passion in the Arts.

Our highly regarded Instrumental Music Program provides a continuation of music development for continuing students from primary school, with weekly tuition with a specialist teacher and multiple ensembles and bands to join. There are many performance opportunities within the school and wider community throughout the year.

The Instrumental Music Program is a co-curricular program funded by the Education department that both extends and supports the classroom music course and is worth QCE points. It is encouraged that Instrumental Music students take classroom Music to help them develop technical skills in the following years of study. Students will also work on developing performance skills on a variety of instruments.

Other Arts excellence programs include **Arts Camps/Tours, Creative Industries Masterclasses, vocal/choral singing** and after school extension Arts programs, **XL:Arts**, **Media and Drama clubs** for CAA students.

Mackay State High School students have participated with success in a range of school and community Arts events, including **Mackay Eisteddfod**, **Creative Generation, Excellence Awards in Visual Art**, **Mackay Orchestras and Bands Competition, Fanfare, CQCM Jazz Festival, MECC Theatre workshops.**

The Arts at Mackay State High School provide an energetic, creative and supportive learning environment that encourages students' educational and personal development through participation.

ACCESS CENTRE for DIVERSE LEARNERS

Alternate and Cross Curricular Educational Student Support

Mackay State High School can cater for students with verified learning disabilities and learning difficulties through programs offered via the Access Centre. This facility contains qualified and trained specialist staff to support and cater for students with highly diversified needs. Staff at the Centre can create individualised learning programs that not only cater for a student's educational needs but also their social and emotional needs, work and life skills. Staff will work with parents on the creation of Individual Curriculum Plans and Alternative programs that can see students supported all the way through their secondary education and to the successful attainment of a QCIA (Queensland Certificate for Individual Achievement) or a QCE (Queensland Certificate of Education). Additional information can be available by making an appointment with our HOSES (Head of Special Education Services).

RESOURCE CENTRE

Mackay State High School has an extensive collection of print and audio-visual resources to support the curriculum and for recreational reading, located within a large and welcoming Resource Centre.

Opening hours
Every day: 8:00am – 3:15pm
And daily during both breaks.

Books can be borrowed, using the Student's Identification Card, for two weeks and then they need to be renewed or returned at the due date.

IT SUPPORT

Students will have access to Technology support staff in the Resource Centre before school and at lunch times.

Our technology staff can assist students with a whole range of troubleshooting issues with BYOx devices including internet access, email, OneNote and generalised technology advice.

There are two dedicated student printer/photocopiers which can be accessed in the Resource Centre using the Student's Identification Card and ONLY outside of class times.

SCHOOL-BASED APPRENTICSHIPS AND TRAINEESHIPS

School based apprenticeships and traineeships combine school and training with working in a real job, for a real boss, for a real wage. Students in Year 10, 11 and 12 are eligible. You earn points towards your Queensland Certificate of Education whilst working on your Apprenticeship or Traineeship.

There as three parts of a school-based apprenticeship and traineeship:

- On the job training, one day per week you will be released from school to attend work. You are required to work a minimum of 50 days in a calendar year. You may be given the opportunity to work on the holidays to ensure this requirement is met. Completing up to 50 days may earn you up to four QCE points.
- Off the job training is delivered by a Registered Training Organisation (RTO) in an appropriate environment, such as the work place, CQU/TAFE, private college or online. The training options are negotiated and outlined in the training plan.
- School results must be maintained or improved, negative behaviour and attendance issues are not acceptable.

Mackay State High School is flexible regarding which day per week you are released for work and training, and will consult with you and your employer to best meet everyone's needs.

Getting Started:

- Finding an employer is up to the Student and Parent/Guardian.
- Work Experience Placement is a good opportunity to impress an Employer and discuss the possibility of a SAT.
- Convert your existing part time job into a school-based traineeship.
- Contact Dianne Veitch, the Transition Officer at Mackay State High School, for assistance with commencing and progressing through a SAT.

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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) or
- 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. Only at the end of the senior phase of learning, may eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

SENIOR SUBJECTS

The QCAA develops senior subject syllabuses — General and Applied – which are offered by Mackay State High School. Results in General and Applied subjects contribute to the awarding of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

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

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

General Syllabuses

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

Applied syllabuses

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

Underpinning factors

All senior syllabuses are underpinned by:

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

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

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

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

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

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) ELIGIBILITY

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

- best five 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.

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 Sound 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.

GENERAL SYLLABUSES

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Extension syllabuses course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the awarding of a QCE and to ATAR calculations.

Units 1 and 2 assessments

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

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Assessment for Units 1 and 2 will use techniques to best prepare students for assessment requirements in Units 3 and 4.

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

Units 3 and 4 assessments

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

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

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

EXTERNAL ASSESSMENT

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

External assessment is:

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

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

APPLIED SYLLABUSES

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

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, i.e. 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 awarding of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculations.

A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

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

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should 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.

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. Schools develop *three* of the summative internal assessments for each senior subject 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 and is not privileged over the other summative internal assessments. 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.

GENERAL SUBJECTS
(used in the calculation of an ATAR)

ANCIENT HISTORY	General	
This subject contributes towards an ATAR?	**YES**	**NO**
	✓	
This subject includes a fee?	**YES**	**NO**
		✓

Prerequisite	Students are required to achieve a 'Sound' achievement or better in Year 10 English and/or a C or better in Year 10 History, Geography, Civics and Citizenship or Economics and Business. **It is MANDATORY for students to be part of the BYOx Program to complete this course.**
Possible Career Pathway	A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.
Course Outline	Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and may study the development of some features of modern society, which shapes our identity, such as social organisation, systems of law, governance and religion. Students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.
Objectives	By the conclusion of the course of study, students will: • comprehend terms, issues and concepts • devise historical questions and conduct research • analyse evidence from historical sources • synthesise evidence from historical sources • evaluate evidence from historical sources • communicates to suit purpose.

	Unit 1	Unit 2	Unit 3	Unit 4
Structure	**Investigating the ancient world** **Topic 1** • Digging up the past **Topic 2** • Features of Ancient societies - The Family - Beliefs, rituals and funerary practices - Slavery - Art and/or architecture - Weapons and warfare - Technology and Engineering - Lives of Women	**Personalities in their time** **Topic 1** Personality from the Ancient World 1 **Topic 2** Personality from the Ancient World 2	**Reconstructing the ancient world** Schools select two of the following historical periods to study in this unit: ● Thebes - East and West, 18th Dynasty Egypt ● The Bronze Age Aegean Assyria from Tiglath Pileser III to the fall of the Empire ● The Ancient Levant — First and Second Temple Period ●. Persia from Cyrus II to Darius III ● Fifth Century Athens (BCE) ● Macedonian Empire from Philip II to Alexander III ● Rome during the Republic	**People, power and authority** • Ancient Rome — Civil War and the breakdown of the Republic • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Carthage and/or Rome – The Punic Wars • Ancient Rome – The Augustan Age • Ancient Rome – The Julio Claudian Dynasty • Ancient Rome – The Byzantine Empire **Schools select one of the personality options that has been nominated by**

			● Early Imperial Rome from Augustus to Nero ● Pompeii and Herculaneum ● Later Han Dynasty and the Three Kingdoms ● The Celts and/or Roman Britain ● The 'Fall' of the Western Roman Empire ● The Medieval Crusades ● Classical Japan until the end of the Heian Period.	**the QCAA for the external assessment**

<table>
<tr><th colspan="5">ANCIENT HISTORY General</th></tr>
<tr><td rowspan="4">Assessment
Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)</td></tr>
<tr><td colspan="2">Unit 1</td><td colspan="2">Unit 2</td></tr>
<tr><td colspan="2">Formative internal assessment 1:
Examination – essay in response to historical source</td><td colspan="2">Formative internal assessment 3:
Investigation – historical essay based on research</td></tr>
<tr><td colspan="2">Formative internal assessment 2:
Independent source investigation</td><td colspan="2">Formative internal assessment 4:
Examination – short responses to historical sources</td></tr>
<tr><td rowspan="4">Assessment
Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
Examination – essay in response to historical sources
Time: 2 hours plus 15 minutes planning time
No notes allowed</td><td>25%</td><td>Summative internal assessment 3 (IA3):
Investigation – historical essay based on research
Time: Recommended duration is approximately 15 hours of class time over a period of weeks.
Length: Up to 2000 words total</td><td>25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
Independent source investigation
Time: Recommended duration is approximately 15 hours of class time over a period of weeks. Students may use class time and their own time to develop a response.
Up to 2000 words total</td><td>25%</td><td>Summative external assessment (EA):
Examination — short responses to historical sources
2 hours plus 15 minutes planning time
Up to 12 sources
Sources not provided before the exam</td><td>25%</td></tr>
</table>

BIOLOGY	General	
This subject contributes towards an ATAR?	**YES**	**NO**
	✓	
This subject includes a fee?	**YES**	**NO**
		✓

Prerequisite	Students must achieve at least a C level in Year 10 Science. Students that achieve less than this will need to discuss their choices with the Science HOD. Biological Science requires a lot of reading and research, and should only be attempted by students who are prepared to put in a continuous, genuine effort to keep up with the level of work. This includes doing at least a few hours every week on revision and study.
Possible Career Pathway	A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.
Course Outline	Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society. Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.
Objectives	By the conclusion of the course of study, students will: • describe and explain scientific concepts, theories, models and systems and their limitations • apply understanding of scientific concepts, theories, models and systems within their limitations • analyse data • interpret evidence • investigate phenomena • evaluate processes, claims and conclusions

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

<table>
<tr><th colspan="5">BIOLOGY General</th></tr>
<tr><td>Assessment Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)
<table>
<tr><th>Unit 1</th><th>Unit 2</th></tr>
<tr><td>Formative internal assessment 1:
Examination</td><td>Formative internal assessment 3:
Research Investigation</td></tr>
<tr><td>Formative internal assessment 2:
Student experiment</td><td>Formative internal assessment 4:
Examination</td></tr>
</table></td></tr>
<tr><td>Assessment Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test
○ Time: 60 minutes plus 15 minutes perusal
○ Length: 400-500 words in total, consisting of:
▪ Short-response items (sentence or short paragraphs)
▪ Written paragraphs 50-250 words per item (approximately 400-500 words)
▪ Other types of item responses e.g. interpreting and calculating
▪ Unseen stimulus
▪ Queensland-approved graphics calculator permitted</td><td>10%</td><td>Summative internal assessment 3 (IA3):
• Research Investigation
○ Time: 10 hours of class time. This time will not necessarily be sequential. Students must perform the majority of the task during class time.
○ Length:
▪ Written: 1500—2000 words, or
▪ Multimodal presentation: 9-11 minutes</td><td>20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment
○ Time: 10 hours of class time. This time will not necessarily be sequential. Students must perform the majority of the task during class time.
○ Length
▪ Written: 1500—2000 words, or
▪ Multimodal presentation: 9-11 minutes</td><td>20%</td><td>Summative external assessment (EA):
• Examination
○ Short Response
▪ Time: 90 minutes plus 10 minutes perusal
▪ Queensland-approved graphics calculator permitted
○ Combination Response
▪ Time: 90 minutes plus 10 minutes perusal
▪ Queensland-approved graphics calculator permitted
▪ Unseen stimulus</td><td>50%</td></tr>
</table>

<table>
<tr><th colspan="3">BUSINESS</th><th>General</th></tr>
<tr><td colspan="3" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td>✓</td><td></td></tr>
<tr><td colspan="3" rowspan="2">This subject includes a fee?</td><td>YES</td><td>NO</td></tr>
<tr><td></td><td>✓</td></tr>
<tr><td>Prerequisite</td><td colspan="4">Students do not need to have studied any prerequisite course. However, students are required to be achieving a ‘Sound’ achievement or better in Year 10 English and Maths and History, Geography, Civics and Citizenship or Economics and Business.
It is MANDATORY for students to be part of the BYOx Program to complete this course.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.</td></tr>
<tr><td>Course Outline</td><td colspan="4">Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

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

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
Describe business situations and environments
Explain business concepts and strategies
Analyse and interpret business situations
Evaluate business strategies
Create responses that communicate meaning to suit audience, context and purpose</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Business creation
Fundamentals of business
Creation of business ideas</td><td>Business growth
Establishment of a business
Entering markets</td><td>Business diversification
Competitive markets
Strategic development</td><td>Business evolution
Repositioning a business
Transformation of a business</td></tr>
</table>

<table>
<tr><th colspan="5">BUSINESS General</th></tr>
<tr><td rowspan="4">Assessment
Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)</td></tr>
<tr><td colspan="2">Unit 1</td><td colspan="2">Unit 2</td></tr>
<tr><td colspan="2">Formative internal assessment 1:
Examination – combination response</td><td colspan="2">Formative internal assessment 3:
Extended response – feasibility report</td></tr>
<tr><td colspan="2">Formative internal assessment 2:
Investigation – business report</td><td colspan="2">Formative internal assessment 4:
Examination – combination response</td></tr>
<tr><td rowspan="3">Assessment
Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Examination – combination response
○ 2 hours plus 15 minutes planning time
○ short-responses – sentences and paragraphs 2-3 questions
○ short response – unseen stimulus – sentences and paragraphs
○ extended response - unseen stimulus business report extract</td><td>25%</td><td>Summative internal assessment 3 (IA3):
• Extended response – feasibility report
○ Length: up to 2000 words
○ Own time and 15 hours of class time</td><td>25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Investigation – business report
○ Length: up to 2000 words
○ Own time and 15 hours of class time</td><td>25%</td><td>Summative external assessment (EA):
• Examination — combination response
○ 2 hours plus 15 minutes planning time
○ may ask students to respond using:
- sentences and paragraphs
- extended response — business report or business report extract
- may ask students to respond to unseen stimulus</td><td>25%</td></tr>
</table>

CHEMISTRY	General	
This subject contributes towards an ATAR?	**YES**	**NO**
	✓	
This subject includes a fee?	**YES**	**NO**
		✓

Prerequisite	It is strongly recommended that Year 10 Extension Science and Year 10 Extension Mathematics were studied, and a minimum achievement of a C was attained in both subjects. Students should also be passing Year 10 English. Students that achieve less than this will need to discuss their choices with the Science HOD. If you plan to be a MEC student, you will need to discuss this subject choice with the HOD of Science. Chemistry is not an easy subject and should only be attempted by students who are prepared to put in a continuous, genuine effort to keep up with the level of work. This includes doing at least a few hours every week on revision and study.
Possible Career Pathway	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.
Course Outline	Chemistry is the study of materials and their properties and structure. Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds. Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.
Objectives	By the conclusion of the course of study, students will: • describe and explain scientific concepts, theories, models and systems and their limitations • apply understanding of scientific concepts, theories, models and systems within their limitations • analyse data • interpret evidence • investigate phenomena • evaluate processes, claims and conclusions

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

<table>
<tr><th colspan="5">CHEMISTRY General</th></tr>
<tr><td>Assessment
Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)</td></tr>
<tr><td></td><td colspan="2">Unit 1</td><td colspan="2">Unit 2</td></tr>
<tr><td></td><td colspan="2">Formative internal assessment 1:
Examination</td><td colspan="2">Formative internal assessment 3:
Research Investigation</td></tr>
<tr><td></td><td colspan="2">Formative internal assessment 2:
Student experiment</td><td colspan="2">Formative internal assessment 4:
Examination</td></tr>
<tr><td>Assessment
Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td></td><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td></td><td>Summative internal assessment 1 (IA1):
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○ Length: 400-500 words in total, consisting of:
▪ Short-response items (sentence or short paragraphs)
▪ Written paragraphs 50-250 words per item (approximately 400-500 words)
▪ Other types of item responses e.g. interpreting and calculating
▪ Data book permitted
▪ Unseen stimulus
▪ Queensland-approved graphics calculator permitted</td><td>10%</td><td>Summative internal assessment 3 (IA3):
• Research Investigation
○ Time: 10 hours of class time. This time will not necessarily be sequential. Students must perform the majority of the task during class time.
○ Length:
▪ Written: 1500—2000 words, or
▪ Multimodal presentation: 9-11 minutes</td><td>20%</td></tr>
<tr><td></td><td>Summative internal assessment 2 (IA2):
• Student experiment
○ Time: 10 hours of class time. This time will not necessarily be sequential. Students must perform the majority of the task during class time.
○ Length
▪ Written: 1500—2000 words, or
▪ Multimodal presentation: 9-11 minutes</td><td>20%</td><td>Summative external assessment (EA):
• Examination
○ Short Response
▪ Time: 90 minutes plus 10 minutes perusal
▪ Queensland-approved graphics calculator permitted
▪ Seen data booklet provided
○ Combination Response
▪ Time: 90 minutes plus 10 minutes perusal
▪ Queensland-approved graphics calculator permitted
▪ Seen data booklet provided
▪ Unseen stimulus</td><td>50%</td></tr>
</table>

DESIGN	General	
This subject contributes towards an ATAR?	**YES**	**NO**
	✓	
This subject includes a fee?	**YES**	**NO**
		✓

Prerequisite	It is MANDATORY that students are a part of the BYOx program with a high-end COMPUTER capable of running the Autodesk programs.
Possible Career Pathway	A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.
Course Outline	Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas. Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.
Objectives	By the conclusion of the course of study, students will: • describe design problems and design criteria • represent ideas, design concepts and design information using visual representation skills • analyse needs, wants and opportunities using data • devise ideas in response to design problems • evaluate ideas to make refinements • propose design concepts in response to design problems • make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

	Unit 1	Unit 2	Unit 3	Unit 4
Structure	**Stakeholder-centred design** • Designing for others	**Commercial design influences** • Responding to needs and wants	**Human-centered design** • Designing with empathy	**Sustainable design influence** • Responding to opportunities

<table>
<tr><th colspan="2">DESIGN</th><th colspan="3">General</th></tr>
<tr><td rowspan="4">Assessment
Unit 1 and 2</td><td colspan="3">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)</td></tr>
<tr><td>Unit 1</td><td colspan="2">Unit 2</td></tr>
<tr><td>Formative internal assessment 1 (IA1):
Examination – Design challenge</td><td colspan="2">Formative internal assessment 3:
Project</td></tr>
<tr><td>Formative internal assessment 2:
Project</td><td colspan="2">Formative internal assessment 4:
Examination – design challenge</td></tr>
<tr><td rowspan="3">Assessment
Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Design Challenge</td><td>20%</td><td>Summative internal assessment 3 (IA3):
• Project</td><td>25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project</td><td>30%</td><td>Summative external assessment (EA):
• Examination - extended response</td><td>25%</td></tr>
</table>

<table>
<tr><th colspan="3">DRAMA</th><th>General</th></tr>
<tr><td colspan="3">This subject contributes towards an ATAR?</td><td>YES ✓ / NO</td></tr>
<tr><td colspan="3">This subject includes a fee?</td><td>YES / NO ✓</td></tr>
<tr><td>Prerequisite</td><td colspan="3">A sound achievement (C) or higher in Year 10 Drama is advised. A sound achievement (C) or higher in Year 10 General English is essential. This course is not suited to students completing Essential English.
It is ESSENTIAL for students to be part of the BYOx Program to study this course.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="3">A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.</td></tr>
<tr><td>Course Outline</td><td colspan="3">Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.
Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.
Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.</td></tr>
<tr><td>Objectives</td><td colspan="3">By the conclusion of the course of study, students will:
demonstrate skills of drama
apply literacy skills
interpret purpose, context and text
manipulate dramatic languages
analyse dramatic languages
evaluate dramatic languages</td></tr>
<tr><td>Structure</td><td>Unit 1
Share
How does drama promote shared understandings of the human experience?
cultural inheritances of storytelling
oral history and emerging practices
a range of linear and non-linear forms</td><td>Unit 2
Reflect
How is drama shaped to reflect lived experience?
Realism, including Magical Realism, Australian Gothic
associated conventions of styles and texts</td><td>Unit 3
Challenge
How can we use drama to challenge our understanding of humanity?
Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre
associated conventions of styles and texts</td><td>Unit 4
Transform
How can you transform dramatic practice?
Contemporary performance
associated conventions of styles and texts
inherited texts as stimulus</td></tr>
</table>

<table>
<tr><th colspan="5">DRAMA General</th></tr>
<tr><td rowspan="4">Assessment
Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)</td></tr>
<tr><td colspan="2">Unit 1</td><td colspan="2">Unit 2</td></tr>
<tr><td colspan="2">Formative internal assessment 1 :
Performance</td><td colspan="2">Formative internal assessment 3:
Project – practice – led project</td></tr>
<tr><td colspan="2">Formative internal assessment 2:
Project – dramatic concept</td><td colspan="2">Formative internal assessment 4 :
Examination – extended response</td></tr>
<tr><td rowspan="4">Assessment
Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance
○ Preparation time: 9-12 hours (rehearsal and presentation), this will involve class time and students' own time.
○ Performance time: Up to 5 minutes (all students must be actively engaged on stage for a minimum of 3 minutes and no more than 5 minutes).
○ Other: presented as a group (recommendation 2-10 people), but assessed individually</td><td>20%</td><td>Summative internal assessment 3 (IA3):
• Project – practice-led project
○ Duration:
▪ Directorial vision – 12-18 hours (including preparation and individual presentation)
Up to 7 minutes of multimodal pitch
▪ Performance – 6-9 hours (including preparation and group presentation)
• Up to 5 minutes of performance (all students must be actively engaged on stage for a minimum of 2 minutes)
• Other: individual or group (recommendations for group size 2-4 people)</td><td>35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project – dramatic concept
○ Preparation time: 14-16 hours
○ Length: up to 1500 words, including digital record of up to 12 images</td><td>20%</td><td>Summative external assessment (EA):
• Examination
○ Time: 2 hours plus planning time (20 minutes)
○ Mode: written
○ Length: 800-1000 words</td><td>25%</td></tr>
</table>

FILM, TELEVISION & NEW MEDIA	General

This subject contributes towards an ATAR?	YES	NO
	✓	

This subject includes a fee?	YES	NO
		✓

Prerequisite	A sound achievement (C) or higher in Year 10 Media Arts is advised but previous study in Media Arts is not essential; a sound achievement (C) or higher in Year 10 English is essential. Students who begin study in this subject area will be expected to have a reasonable understanding of basic computing software such as word processing and file management. Good time management skills are important as some out of school hour's work is required during the individual and group production of films. **It is MANDATORY for students to be part of the BYOx Program to study this course.**
Possible Career Pathway	A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.
Course Outline	Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages. Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.
Objectives	By the conclusion of the course of study, students will: • explain the features of moving-image media content and practices • symbolize conceptual ideas and stories • construct proposals and construct moving-image media products • apply literacy skills • analyse moving-image products and contexts of production and use • structure visual, audio and text elements to make moving-image media products • experiment with ideas for moving-image media products • appraise film, television and new media products, practices and viewpoints • synthesise visual, audio and text elements to solve conceptual and creative problems.

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

<table>
<tr><th colspan="5">FILM, TELEVISION & NEW MEDIA General</th></tr>
<tr><td rowspan="4">Assessment Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4, and receive feedback on their progress through the course.
Formative Assessments (Year 11)</td></tr>
<tr><td colspan="2">Unit 1</td><td colspan="2">Unit 2</td></tr>
<tr><td colspan="2">Formative internal assessment 1:
Case study investigation</td><td colspan="2">Formative internal assessment 3:
Stylistic product</td></tr>
<tr><td colspan="2">Formative internal assessment 2:
Stylistic project</td><td colspan="2">Formative internal assessment 4:
Examination</td></tr>
<tr><td rowspan="3">Assessment Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td>Unit 3</td><td colspan="3">Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Case study investigation
○ Written: 1000-1500 words</td><td>15%</td><td>Summative internal assessment 3 (IA3):
• Stylistic Project
○ Treatment of 800-1000 words
○ Individual production of 2-5 minutes
○ Reflective statement of 200-400 words</td><td>35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Multi-platform project
○ Length:
▪ Treatment of 800-1000 words
▪ Storyboard of 12-24 shots
▪ 45-second to 5-minute individual production</td><td>25%</td><td>Summative external assessment (EA):
• Examination
○ Time: 2 hours plus planning time (20 minutes)
○ Mode: written
○ Length: 800-1000 words</td><td>25%</td></tr>
</table>

<table>
<tr><th colspan="3">EARTH & ENVIRONMENTAL SCIENCE</th><th>General</th></tr>
<tr><td colspan="2" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td>✓</td><td></td></tr>
<tr><td colspan="2" rowspan="2">This subject includes a fee?</td><td>YES</td><td>NO</td></tr>
<tr><td></td><td>✓</td></tr>
<tr><td>Prerequisite</td><td colspan="3">Students must achieve at least a C in Year 10 Science, Mathematics and English. They should have an interest in the environment.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="3">A course of study in Earth & 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.</td></tr>
<tr><td>Course Outline</td><td colspan="3">Earth & Environmental Science is an interdisciplinary subject that provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere.

Students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. They investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. They examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. They consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments.

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.</td></tr>
<tr><td>Objectives</td><td colspan="3">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 data
interpret evidence
investigate phenomena
evaluate processes, claims and conclusions</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Introduction to Earth systems
Earth systems and models
Development of the geosphere
Development of the atmosphere and hydrosphere
Development of the biosphere</td><td>Earth processes — energy transfers and transformations
Energy for Earth processes
Energy for atmospheric and hydrologic processes
Energy for biogeochemical processes</td><td>Living on Earth — extracting using and managing Earth resources
Use of non-renewable Earth resources
Use of renewable Earth resources</td><td>The changing Earth — the cause and impact of Earth hazards
The cause and impact of Earth hazards
The cause and impact of global climate change</td></tr>
</table>

<table>
<tr><th colspan="5">EARTH AND ENVIRONMENTAL SCIENCE — General</th></tr>
<tr><td rowspan="4">Assessment
Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course.

Formative Assessments (Year 11)</td></tr>
<tr><td colspan="2">Unit 1</td><td colspan="2">Unit 2</td></tr>
<tr><td colspan="2">Formative internal assessment 1 :

Examination</td><td colspan="2">Formative internal assessment 3:

Research investigation</td></tr>
<tr><td colspan="2">Formative internal assessment 2:

Student experiment</td><td colspan="2">Formative internal assessment 4 :

Examination</td></tr>
<tr><td rowspan="3">Assessment
Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments (Year 12)</td></tr>
<tr><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test
○ Time: 60 minutes plus 10 minutes perusal
○ Length: 400-500 words in total, consisting of:
▪ Short-response items (sentence or short paragraphs)
▪ Written paragraphs 50-250 words per item (approximately 400-500 words)
▪ Other types of item responses e.g. interpreting and calculating
▪ Unseen stimulus
▪ Queensland-approved graphics calculator permitted</td><td>10%</td><td>Summative internal assessment 3 (IA3):
• Research Investigation
○ Time: 10 hours of class time. This time will not necessarily be sequential. Students must perform the majority of the task during class time.
○ Length:
▪ Written: 1500—2000 words, or
▪ Multimodal presentation: 9-11 minutes</td><td>20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment
○ Time: 10 hours of class time. This time will not necessarily be sequential. Students must perform the majority of the task during class time.
○ Length
▪ Written: 1500—2000 words, or
▪ Multimodal presentation: 9-11 minutes</td><td>20%</td><td>Summative external assessment (EA):
• Examination
○ Short Response
▪ Time: 90 minutes plus 10 minutes perusal
▪ Queensland-approved graphics calculator permitted
○ Combination Response
▪ Time: 90 minutes plus 10 minutes perusal
▪ Queensland-approved graphics calculator permitted
▪ Unseen stimulus</td><td>50%</td></tr>
</table>

ENGINEERING	General	
This subject contributes towards an ATAR?	**YES**	**NO**
	✓	
This subject includes a fee?	**YES**	**NO**
	✓	

Prerequisite	A student who wishes to take Engineering in Years 11 and 12 would need to achieve a minimum of 'B' in Year 10 Maths. **As technology is integral to the core curriculum it is highly recommended that students be part of the BYOx Program to support their learning.**
Possible Career Pathway	Engineering 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 Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.
Course Outline	The problem-solving process in Engineering involves the practical application of science, technology, engineering and mathematics (STEM) knowledge to develop sustainable products, processes and services. Engineers use their technical and social knowledge to solve problems in ways that meet the needs of today's individuals, communities, businesses and environments, without compromising the potential needs of future generations. Students who study Engineering develop technical knowledge and problem-solving skills that enable them to respond to and manage ongoing technological and societal change. Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and propose engineering problems, determine solution success criteria, develop and communicate ideas, generate, evaluate and refine real-world related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills. Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.
Objectives	By the conclusion of the course of study, students will: • recognize and describe engineering problems, knowledge, concepts and principles • symbolize and explain ideas and solutions • analyse problems and information • determine solution success criteria for engineering problems • synthesise information and ideas to propose possible solutions • generate prototype solutions to provide data to determine the feasibility of solutions • evaluate and refine ideas and solutions to make justified recommendations • make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

	Unit 1	Unit 2	Unit 3	Unit 4
Structure	**Engineering fundamentals** • Engineering in society • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials	**Emerging Technologies** • Emerging needs in society • Emerging processes, machinery and automation • Emerging materials	**Civil Structures** • Civil structures in society • Civil structures and forces • Civil engineering materials	**Machines and mechanisms** • Machines in society • Machines mechanisms and control • Materials

<table>
<tr><th colspan="5">ENGINEERING General</th></tr>
<tr><td rowspan="4">Assessment
Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)</td></tr>
<tr><td colspan="2">Unit 1</td><td colspan="2">Unit 2</td></tr>
<tr><td colspan="2">Formative internal assessment 1 (FA1) :
Project Folio</td><td colspan="2">Formative internal assessment 3 (FA3) :
Project Folio</td></tr>
<tr><td colspan="2">Formative internal assessment 2 (FA2):
Internal Examination</td><td colspan="2">Formative internal assessment 4 (FA4):
Internal Examination</td></tr>
<tr><td rowspan="4">Assessment
Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td>Summative Internal Assessment 1 (IA1):
• Engineered Solution (25%)</td><td>25%</td><td>Summative Internal Assessment 3 (IA3):
• Engineered Solution (25%)</td><td>25%</td></tr>
<tr><td>Summative Internal Assessment 2 (IA2):
• Internal Examination (25%)</td><td>25%</td><td>Summative External Assessment 4 (EA):
• External Examination (25%)</td><td>25%</td></tr>
</table>

<table>
<tr><th colspan="3">ENGLISH</th><th>General</th></tr>
<tr><td colspan="3" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td>✓</td><td></td></tr>
<tr><td colspan="3" rowspan="2">This subject includes a fee?</td><td>YES</td><td>NO</td></tr>
<tr><td></td><td>✓</td></tr>
<tr><td>Prerequisite</td><td colspan="4">Based on previous experience of student success, it is a prerequisite of entry to Senior English that students have achieved a minimum of a C+ level of achievement at the conclusion of Year 10 English. Alternatively, students should select Essential English. Students choosing English should be aware that it will require reading across a range of texts as well as a willingness to write and speak to groups of people.
As technology is integral to the core curriculum it is highly recommended that students be part of the BYOx Program to support their learning.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.</td></tr>
<tr><td>Course Outline</td><td colspan="4">English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

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

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
Establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
Create and analyse perspectives and representations of concepts, identities, times and places
Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
Select and synthesise subject matter to achieve particular purposes
Organize and sequence subject matter to achieve particular purposes
Use cohesive devices to emphasize ideas and connect parts of texts
Make language choices for particular purposes and contexts
Use grammar and language structures for particular purposes
Use mode-appropriate features to achieve particular purposes.</td></tr>
<tr><td>Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td></td><td>Perspectives and texts
Texts in contexts
Language and textual analysis
Responding to and creating texts.</td><td>Texts and culture
Texts in contexts
Language and textual analysis
Responding to and creating texts</td><td>Textual connections
Conversations about issues in texts
Conversations about concepts in texts</td><td>Close study of literary texts
Creative responses to literary texts.
Critical responses to literary texts.</td></tr>
</table>

<table>
<tr><th colspan="5">ENGLISH General</th></tr>
<tr><td rowspan="4">Assessment
Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)</td></tr>
<tr><td colspan="2">Unit 1</td><td colspan="2">Unit 2</td></tr>
<tr><td colspan="2">Formative internal assessment 1:
Extended response – persuasive spoken response</td><td colspan="2">Formative internal assessment 3:
Extended response – imaginative written response</td></tr>
<tr><td colspan="2">Formative internal assessment 2:
Extended response – written response for a public audience</td><td colspan="2">Formative internal assessment 4:
Examination – analytical written response</td></tr>
<tr><td rowspan="3">Assessment
Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
Extended response – persuasive spoken response
Spoken: Up to 8 minutes; while this task is spoken, a student may use multimodal/digital components to support the development of the response; the response may be live or pre-recorded.
Duration: 4 weeks' notification and preparation
Individual response</td><td>25%</td><td>Summative internal assessment 3 (IA3):
Examination - Extended Response
Written: 800-1000 words
Time: 2 hours plus planning (15 minutes)
To allow students to craft an imaginative response, the assessment may be completed over more than one session. Students are to have no more than the allocated time. The student response must be completed within 5 consecutive school days.
Students to be given the specific task one week prior to the assessment
No notes allowed</td><td>25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
Extended response – written response for a public audience
Written: Up to 1500 words (may be accompanied by digital elements appropriate to the type of publication)
Duration: 5 weeks' notification and preparation
Open access to resources</td><td>25%</td><td>Summative external assessment (EA):
Examination — analytical written response
Time: 2 hours plus planning time (15 minutes)
Length: 800-1000 words</td><td>25%</td></tr>
</table>

ENGLISH AS AN ADDITIONAL LANGUAGE	General	
This subject contributes towards an ATAR?	**YES**	**NO**
	✓	
This subject includes a fee?	**YES**	**NO**
		✓

Prerequisite	English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes. **As technology is integral to the core curriculum it is highly recommended that students be part of the BYOx Program to support their learning.**
Possible Career Pathway	A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.
Course Outline	Students have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies. Students make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre. They explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students develop empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods.
Objectives	By the conclusion of the course of study, students will: • use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations • establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences • create and analyse perspectives and representations of concepts, identities, times and places • make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions • use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts • select and synthesise subject matter to support perspectives • organize and sequence subject matter to achieve particular purposes • use cohesive devices to emphasize ideas and connect parts of texts • make language choices for particular purposes and contexts • use grammar and language structures for particular purposes • use mode-appropriate features to achieve particular purposes.

	Unit 1	Unit 2	Unit 3	Unit 4
Structure	**Language, text and culture** • Understanding texts • Language and textual analysis • Responding to and creating texts	**Perspectives in texts** • Understanding texts • Language and textual analysis • Responding to and creating texts	**Issues, ideas and attitudes** • Understanding texts • Language and textual analysis • Responding to and creating texts	**Close study of literary texts** • Creative responses to literary texts • Critical responses to literary texts.

<table>
<tr><th colspan="5">ENGLISH AS AN ADDITIONAL LANGUAGE General</th></tr>
<tr><td rowspan="4">Assessment
Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)</td></tr>
<tr><td colspan="2">Unit 1</td><td colspan="2">Unit 2</td></tr>
<tr><td colspan="2">Formative internal assessment 1:
Examination – analytical written response</td><td colspan="2">Formative internal assessment 3:
Extended response – imaginative spoken/multimodal response</td></tr>
<tr><td colspan="2">Formative internal assessment 2:
Extended response – persuasive written response</td><td colspan="2">Formative internal assessment 4:
Examination – analytical extended response</td></tr>
<tr><td rowspan="4">Assessment
Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
Examination – analytical written response
Written: 800-1000 words
Time: 2 hours plus planning (15 minutes) in total over a series of lessons within five consecutive school days
Students may bring 100 words of quotations from the studied text/s into the examination
Students to be given the specific question one week prior to the assessment</td><td>25%</td><td>Summative internal assessment 3 (IA3):
Extended response – imaginative spoken/multimodal response
Spoken: up to 8 minutes
Multimodal: up to 9 minutes
Duration: 4 weeks’ notification and preparation
Individual response
Response may be live or pre-recorded</td><td>25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
Extended response – persuasive written response
Written: Up to 1200 words
Duration: 4 weeks’ notification and preparation
Open access to resources</td><td>25%</td><td>Summative external assessment (EA):
Examination — analytical extended response
Time: 2 hours plus planning time (15 minutes)
Length: 800-1000 words</td><td>25%</td></tr>
</table>

GENERAL MATHEMATICS	General

This subject contributes towards an ATAR?	YES	NO
	✓	

This subject includes a fee?	YES	NO
	✓	

Prerequisite	A student who wishes to take General Mathematics in Years 11 and 12 would need to achieve a minimum of 'C' in Year 10 Mathematics
Possible Career Pathway	A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts. Recommended for Electrical Apprenticeship.
Course Outline	The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.
Required Resource	Graphic Calculator. We recommend the TI-nspire CXII (Non-Cas) which is used by our teachers.
Objectives	The syllabus objectives outline what students have the opportunity to learn. • Recall mathematical knowledge. • Use mathematical knowledge. • Communicate mathematical knowledge. • Evaluate the reasonableness of solutions. • Justify procedures and decisions. • Solve mathematical problems.

	Unit 1	Unit 2	Unit 3	Unit 4
Structure	**Money, measurement, algebra and linear equations** Topic 1: Consumer arithmetic Topic 2: Shape and measurement Topic 3: Similarity and scale Topic 4: Algebra Topic 5: Linear equations and their graphs.	**Applied linear equations and trigonometry, matrices and univariate data** Topic 1: Applications of linear equations and their graphs Topic 2: Applications of trigonometry Topic 3: Matrices Topic 4: Univariate data analysis 1 Topic 5: Univariate data analysis 2.	**Bivariate data and time series analysis, sequences and Earth geometry** Topic 1: Bivariate data analysis 1 Topic 2: Bivariate data analysis 2 Topic 3: Time series analysis Topic 4: Growth and decay in sequences Topic 5: Earth geometry and time zones.	**Investing and networking** Topic 1: Loans, investments and annuities 1 Topic 2: Loans, investments and annuities 2 Topic 3: Graphs and networks Topic 4: Networks and decision mathematics 1 Topic 5: Networks and decision mathematics 2.

<table>
<tr><th colspan="5">GENERAL MATHEMATICS — General</th></tr>
<tr><td rowspan="3">Assessment
Unit 1 and 2</td><td colspan="4">Formative Assessments (Year 11)
Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course.</td></tr>
<tr><td colspan="2">Unit 1</td><td colspan="2">Unit 2</td></tr>
<tr><td colspan="2">Formative internal assessment 1 (FA1):
Problem-solving and modelling task

Formative internal assessment 2 (FA2):
Examination</td><td colspan="2">Formative internal assessment 3 (FA3):
Examination</td></tr>
<tr><td rowspan="3">Assessment
Unit 3 and 4</td><td colspan="4">Summative Assessments (Year 12)
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).</td></tr>
<tr><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task
○ Written
▪ Up to 10 pages (2000 words), excluding appendixes
▪ Appendixes can include raw data, repeated calculations, evidence of authentication and students notes (appendixes are not to be marked)
○ Duration: 4 weeks (including 3 hours of class time)
○ Use of technology is required; schools must specify the technology used.</td><td>20%</td><td>Summative internal assessment 3 (IA3):
○ Examination
○ 90 minutes plus 5 minutes perusal
○ asks students to respond to several unseen short response questions
• representatively samples subject matter from any three of the five topics in Unit 4
• may ask students to respond using single words, sentences or paragraphs
• may ask students to - interpret unseen stimulus - calculate using algorithms - draw or label graphs, tables or diagrams - use assumed knowledge from Units 1, 2 and 3.</td><td>15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination
○ 90 minutes plus 5 minutes perusal
○ asks students to respond to several unseen short response questions
• representatively samples subject matter from any three of the five topics in Unit 4
• may ask students to respond using single words, sentences or paragraphs
• may ask students to - interpret unseen stimulus - calculate using algorithms - draw or label graphs, tables or diagrams - use assumed knowledge from Units 1 and 2</td><td>15%</td><td>Summative external assessment (EA):
• Examination — Paper 1 (25%)
○ 90 minutes plus 5 minutes perusal
▪ Multiple choice and short response, simple familiar questions, scientific calculator only
• Examination — Paper 2 (25%)
○ 90 minutes plus 5 minutes perusal
▪ Short response, simple familiar, complex familiar and complex unfamiliar questions, scientific calculator only</td><td>50%</td></tr>
</table>

<table>
<tr><th colspan="3">GEOGRAPHY</th><th>General</th></tr>
<tr><td colspan="3" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td>✓</td><td></td></tr>
<tr><td colspan="3" rowspan="2">This subject includes a fee?</td><td>YES</td><td>NO</td></tr>
<tr><td></td><td>✓</td></tr>
<tr><td>Prerequisite</td><td colspan="4">Students are required to achieve a ‘Sound’ achievement or better in Year 10 English and/or a C or better in Year 10 History and Geography to do this subject.
It is MANDATORY for students to be part of the BYOx Program to complete this course.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.</td></tr>
<tr><td>Course Outline</td><td colspan="4">Geography focuses on the significance of ‘place’ and ‘space’ in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

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

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
explain geographical processes
comprehend geographical patterns
analyse geographical data and information
apply geographical understanding
propose action
communicate geographical understanding using appropriate forms of geographical communication</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Responding to risk and vulnerability in hazard zones
Natural hazard zones
Ecological hazard zones</td><td>Planning sustainable places
Responding to challenges facing a place in Australia
Managing the challenges facing a megacity</td><td>Responding to land cover transformations
Land cover transformations and climate change
Responding to local land cover transformations</td><td>Managing population change
Population challenges in Australia
Global population change</td></tr>
</table>

<table>
<tr><th colspan="5">GEOGRAPHY General</th></tr>
<tr><td>Assessment Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)
<table>
<tr><th>Unit 1</th><th>Unit 2</th></tr>
<tr><td>Formative internal assessment 1:
Examination – combination response</td><td>Formative internal assessment 3:
Investigation – data report</td></tr>
<tr><td>Formative internal assessment 2:
Investigation – field report</td><td>Formative internal assessment 4:
Examination – combination response</td></tr>
</table></td></tr>
<tr><td>Assessment Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)
<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Examination – combination response
○ Time: 2 hours plus 15 minutes planning time
○ Students may bring into the examination
• a QCAA-approved non-programmable calculator
• rulers free from markings other than measurement indicators.
○ Length:
▪ 6 Short-response items that may ask students to - measure, calculate, annotate, draw, label - respond using bullet points, sentences or paragraphs
○ 1 x Extended-response item to unseen stimulus</td><td>25%</td><td>Summative internal assessment 3 (IA3):
• Investigation – data report
○ Time: Approximately 15 hours of the time allocated for Unit 4
○ Length: up to 2000 words
○ Students need to
- use spatial technologies and/or ICT to generate maps and graphs
- adapt downloaded or photocopied maps (e.g. with overlays and annotations) to represent their researched data and information</td><td>25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Investigation – field report
○ Time: Approximately 15 hours of class time allocated for Unit 3
▪ Students may use class time and their own time to develop a response.
▪ Students need to use spatial technologies and/or ICT to visually represent primary data and information collected in the field to - create maps and graphs - overlay or annotate downloaded or photocopied maps
○ Length – up to 2000 words</td><td>25%</td><td>Summative external assessment (EA):
• Examination — combination response
○ 2 hours plus 15 minutes planning time
○ Students may bring into the examination
• a QCAA-approved non-programmable calculator
• rulers free from markings other than measurement indicators.
▪ Short-response items may ask students to - respond using bullet points, sentences or paragraphs - explain processes, recognize spatial patterns, identify relationships and implications</td><td>25%</td></tr>
</table></td></tr>
</table>

			- analyse data and information, make inferences, apply understanding, and make generalizations - measure, calculate, annotate, draw, label. ▪ Extended-response item stimulus	

<table>
<tr><th colspan="3">ITALIAN</th><th>General</th></tr>
<tr><td colspan="3" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td>✓</td><td></td></tr>
<tr><td colspan="3" rowspan="2">This subject includes a fee?</td><td>YES</td><td>NO</td></tr>
<tr><td></td><td>✓</td></tr>
<tr><td>Prerequisite</td><td colspan="4">The course is designed for students who wish to study Italian as an additional language and who have studied P–10 Australian Curriculum: Italian or similar. Other students with less formal language learning experience may also be able to meet the requirements of the syllabus successfully.
It is MANDATORY for students to be part of the BYOx Program to complete this course.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">Language skills are highly valued in todays globalised world and can be applied across many industries and professions.</td></tr>
<tr><td>Course Outline</td><td colspan="4">Italian provides students with the opportunity to reflect on their understanding of the Italian language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.
Students communicate with people from Italian-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.
Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
comprehend Italian to understand information, ideas, opinions and experiences
identify tone, purpose, context and audience to infer meaning
analyse and evaluate information and ideas to draw conclusions
apply knowledge of language elements of Italian to construct meaning
structure, sequence and synthesise information to justify opinions and perspectives
communicate using contextually appropriate Italian</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>La mia vita- My world</td><td>Esplorando il Mondo – Exploring our world</td><td>La nostra società; cultura e identità- Our society; culture and identity</td><td>Il mio presente; il mio futuro- My present; my future</td></tr>
<tr><td>Assessment Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)<table><tr><th>Unit 1</th><th>Unit 2</th></tr><tr><td>Formative internal assessment 1:
Examination – combination response</td><td>Formative internal assessment 3:
Investigation – analytical essay</td></tr><tr><td>Formative internal assessment 2:
Investigation – inquiry report</td><td>Formative internal assessment 4:
Examination – combination response</td></tr></table></td></tr>
</table>

<table>
<tr><th colspan="3">ITALIAN General</th></tr>
<tr><td rowspan="2">Assessment
Unit 1 and 2</td><td colspan="2">Unit 3</td></tr>
<tr><td>Internal assessment 1:
Examination — short response (20%)</td><td>Internal assessment 2:
Examination — extended response (25%)</td></tr>
<tr><td>This is an individual supervised task.
- Perusal time: 5 minutes
- Working time: 90 minutes
Audio or audiovisual stimulus texts must
- contain no subtitles or captions in Italian and/or English translation
- be recorded slower than background speaker pace with appropriate pausing
- be played up to three times under examination conditions.
Student responses must be handwritten.
Students must not use dictionaries in this examination.</td><td>This is an individual supervised task.
The spoken conversation components of this task may be assessed at a separate time.
Extended response (15%)
Time allowed
- Planning time: 10 minutes
- Working time: 80 minutes
Conversation (10%)
Time allowed
- Planning time: 10 minutes
- Working time: 7 minutes
Students may:
- only use the unseen stimulus text
- make notes as prompts during planning time
- use notes from planning time during the conversation.</td></tr>
<tr><td rowspan="2">Assessment
Unit 3 and 4</td><td colspan="2">Unit 4</td></tr>
<tr><td>Internal assessment 3:
Multimodal presentation and interview (30%)</td><td>External assessment:
Examination - combination response (25%)</td></tr>
<tr><td>Students receive 5 weeks notification of task.
- Students can develop their responses in class time and their own time.
- This is an individual task.
- The spoken interview component may be assessed at a separate time to the multimodal presentation.
- Students may not use dictionaries in the interview component of this task.

Presentation (15%)
- Multimodal (at least two modes, one spoken, delivered at the same time): up to 7 minutes
- All written text must be in Italian.
- The response may be supported with additional resources.

Interview (15%)
Spoken: up to 7 minutes (unprepared, in Italian)</td><td>- Perusal time: 5 minutes
- Working time: 120 minutes
Students must not bring notes, dictionaries or reference materials into this examination.
The examination:
- consists of a number of different types of questions relating to Unit 4
-may ask students to respond using
- sentences or paragraphs in English (up to 100 words per question)
- sentences or paragraphs in Italian (up to 100 words per question)
- extended responses in Italian (up to 400 words per question)
May ask students to:
- interpret graphs, tables or diagrams
- respond to unseen stimulus materials
- interpret ideas and information in Italian texts
- analyse, synthesise and evaluate questions, scenarios and/or problems in response to Italian text/s.
Stimulus specifications:

The QCAA provides three to six Italian stimulus texts that are authentic and related to Unit 4 subject matter, have a combined length of up to 1000 words in Italian and include at least one written text and one audio or audiovisual text.</td></tr>
</table>

<table>
<tr><th colspan="3">LEGAL STUDIES</th><th>General</th></tr>
<tr><td colspan="3" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td>✓</td><td></td></tr>
<tr><td colspan="3" rowspan="2">This subject includes a fee?</td><td>YES</td><td>NO</td></tr>
<tr><td></td><td>✓</td></tr>
<tr><td>Prerequisite</td><td colspan="4">Students do not need to have studied any prerequisite course. However, students are required to be achieving a ‘Sound’ achievement or better in Year 10 English, History, Geography, Civics and Citizenship, Economics and Business.
It is MANDATORY for students to be part of the BYOx Program to complete this course.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develop are universally valued in business, health, science and engineering industries.</td></tr>
<tr><td>Course Outline</td><td colspan="4">Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
comprehend legal concepts, principles and processes
select legal information from sources
analyse legal issues
evaluate legal situations
create responses that communicate meaning to suit the intended purpose</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Beyond reasonable doubt
Legal foundations
Criminal investigation process
Criminal trial process
Punishment and sentencing</td><td>Balance of probabilities
Civil law foundations
Contractual obligations
Negligence and the duty of care</td><td>Law, governance and change
Governance in Australia
Law reform within a dynamic society</td><td>Human rights in legal contexts
Human rights
Australia’s legal response to international law and human rights
Human rights in Australian contexts</td></tr>
</table>

LEGAL STUDIES — General

Assessment Unit 1 and 2

Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course.

Formative Assessments (Year 11)

Unit 1	Unit 2
Formative internal assessment 1: Examination – combination response 25%	**Formative internal assessment 3:** Investigation – analytical essay 25%
Formative internal assessment 2: Investigation – inquiry report 25%	**Formative internal assessment 4:** Examination – combination response 25%

Assessment Unit 3 and 4

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

Summative Assessments (Year 12)

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – combination response ○ Time: **2 hours plus 15 minutes** planning time ○ Length: ▪ Short-response items – 6-8 questions ▪ Extended response item to unseen stimulus	**25%**	**Summative internal assessment 3 (IA3):** • Investigation – analytical essay ○ Time: **4 weeks**, including 10 hours of the time allocated for Unit 3 ▪ Students may use class time and their own time to develop a response. ○ Length: **up to 2000 words**	**25%**
Summative internal assessment 2 (IA2): • Investigation – inquiry report ○ Time: **4 weeks**, including 10 hours of the time allocated for Unit 3 • Students may use class time and their own time to develop a response. ○ Length – **up to 2000 words**	**25%**	**Summative external assessment (EA):** • Examination — short response ○ **2 hours plus 15 minutes** planning time ▪ Short-response items – 6-8 questions ▪ Extended-response item to unseen stimulus	**25%**

MATHEMATICAL METHODS	General	
This subject contributes towards an ATAR?	**YES**	**NO**
	✓	
This subject includes a fee?	**YES**	**NO**
	✓	

Prerequisite	A student who wishes to take Mathematical Methods in Years 11 and 12 would need to achieve a minimum of 'B' in Year 10 Maths. However, it would be beneficial to the student choosing this subject that they had successfully completed Extension Maths in Year 10.
Possible Career Pathway	A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.
Course Outline	The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods. Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.
Objectives	The syllabus objectives outline what students have the opportunity to learn: • recall mathematical knowledge • use mathematical knowledge • communicate mathematical knowledge • evaluate the reasonableness of solutions • justify procedures and decisions • solve mathematical problems

	Unit 1	Unit 2	Unit 3	Unit 4
Structure	**Surds, algebra, functions and probability** Topic 1: Surds and quadratic functions Topic 2: Binomial expansion and cubic functions Topic 3: Functions and relations Topic 4: Trigonometric functions Topic 5: Probability	**Calculus and further functions** Topic 1: Exponential functions Topic 2: Logarithms and logarithmic functions Topic 3: Introduction to differential calculus Topic 4: Application of differentiation calculus Topic 5: Further differentiation.	**Further calculus and introduction to statistics** Topic 1: Differentiation of exponential and logarithmic functions Topic 2: Differentiation of trigonometric functions and differentiation rules Topic 3: Further application of differentiation rules Topic 4: Introduction to integration Topic 5: Discrete random variables.	**Further calculus, trigonometry and statistics** Topic 1: Further integration Topic 2: Trigonometry Topic 3: Continuous random variables and the normal distribution Topic 4: Sampling and proportions Topic 5: Interval estimates for proportions

<table>
<tr><th colspan="5">MATHEMATICAL METHODS — General</th></tr>
<tr><td>Assessment Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)</td></tr>
<tr><td></td><td colspan="2">Unit 1</td><td colspan="2">Unit 2</td></tr>
<tr><td></td><td colspan="2">Formative internal assessment 1 (FA1):
Problem-solving and modelling task</td><td colspan="2">Formative internal assessment 3 (FA3):
Examination</td></tr>
<tr><td></td><td colspan="2">Formative internal assessment 2 (FA2):
Examination</td><td colspan="2"></td></tr>
<tr><td rowspan="4">Assessment Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task
○ Written
▪ Up to 10 pages, excluding appendixes
▪ Appendixes can include raw data, repeated calculations, evidence of authentication and students notes (appendixes are not to be marked)
▪ Duration: 4 weeks (including 3 hours of class time)
○ Use of technology is required; schools must specify the technology used.</td><td>20%</td><td>Summative internal assessment 3 (IA3):
• Examination
○ 90 minutes plus 5 minutes perusal
○ short response format, consisting of a number of items that ask students to respond to the following activities:
▪ calculating using algorithms
▪ drawing, labelling or interpreting graphs, tables or diagrams
▪ short items requiring single-word, sentence or short-paragraph responses
▪ justifying solutions using appropriate mathematical language where applicable
▪ responding to seeing or unseen stimulus
▪ interpreting ideas and information</td><td>15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination
○ 90 minutes plus 5 minutes perusal
○ short response format, consisting of a number of items that ask students to respond to the following activities:
▪ calculating using algorithms
▪ drawing, labelling or interpreting graphs, tables or diagrams
▪ short items requiring single-word, sentence or short-paragraph responses
▪ justifying solutions using appropriate mathematical language where applicable
▪ responding to seeing or unseen stimulus
▪ interpreting ideas and information.</td><td>15%</td><td>Summative external assessment (EA):
• Examination — Paper 1 technology-free (25%)
○ 90 minutes plus 5 minutes perusal
• Examination — Paper 2 technology-active (25%)
○ 90 minutes plus 5 minutes perusal
○ short response format</td><td>50%</td></tr>
</table>

<table>
<tr><th colspan="3">MUSIC</th><th>General</th></tr>
<tr><td colspan="3" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td>✓</td><td></td></tr>
<tr><td colspan="3" rowspan="2">This subject includes a fee?</td><td>YES</td><td>NO</td></tr>
<tr><td></td><td>✓</td></tr>
<tr><td>Prerequisite</td><td colspan="4">The students best prepared for the course are those who have studied Music in Years 9 or 10, who are developing skills on an instrument/voice outside of school or learning who are enrolled in the instrumental music program. A sound achievement (C) or higher in Year 10 General English is essential. This course is not suited to students completing Essential English.
It is ESSENTIAL for students to be part of the BYOx Program to study this course.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.</td></tr>
<tr><td>Course Outline</td><td colspan="4">Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).
Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills and analyse and evaluate music in a variety of contexts, styles and genres.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
demonstrate technical skills
use music elements and concepts
analyse music
apply compositional devices
apply literacy skills
interpret music elements and concepts
evaluate music
realize music ideas
resolve music ideas.</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Designs
Through inquiry learning, the following is explored:

How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</td><td>Identities
Through inquiry learning, the following is explored:

How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</td><td>Innovations
Through inquiry learning, the following is explored:

How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</td><td>Narratives
Through inquiry learning, the following is explored:

How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</td></tr>
</table>

<table>
<tr><th colspan="5">MUSIC General</th></tr>
<tr><td>Assessment Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)
<table>
<tr><th>Unit 1</th><th>Unit 2</th></tr>
<tr><td>Formative internal assessment 1:
Performance</td><td>Formative internal assessment 3:
Integrated project</td></tr>
<tr><td>Formative internal assessment 2:
Composition</td><td>Formative internal assessment 4:
Examination</td></tr>
</table></td></tr>
<tr><td>Assessment Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td></td><td>Unit 3</td><td></td><td>Unit 4</td><td></td></tr>
<tr><td></td><td>Summative internal assessment 1 (IA1):
• Performance
○ Duration: approximately 15 hours, both in class time and students' own time. Students must be given continuous class time to develop the performance.
○ Length: approximately 2-3 minutes
○ Performance statement: written 200 words, or filmed oral or audio explanation, 1-2 minutes explaining the meaning communicated in and/or through the work and the performance choices made.</td><td>20%</td><td>Summative internal assessment 3 (IA3):
• Integrated Project
○ Duration: approximately 25 hours, both in class time and students' own time. Students must be given continuous class time to develop the performance.
○ Mode – multimodal
▪ Live or virtual presentation 6-10 minutes
▪ Digital presentation (e.g. digital book, slide show); 10-15 digital pages/slides</td><td>35%</td></tr>
<tr><td></td><td>Summative internal assessment 2 (IA2):
• Composition
○ Duration: approximately 15 hours both in class time and students' own time. Students must be given continuous class time to develop the composition.
○ Length: the composition must be of at least one minute duration to ensure compositional devices can be seen.
○ Statement of compositional intent: written 200-400 words, or filmed oral or audio explanation, 1-2 minutes explaining the use of music elements and compositional devices in shaping the purpose and execution of the composition.</td><td>20%</td><td>Summative external assessment (EA):
• Examination
○ Time: 2 hours plus 20 minutes planning time
○ Mode: written
○ Length: 800-1000 words</td><td>25%</td></tr>
</table>

PHYSICAL EDUCATION	General	
This subject contributes towards an ATAR?	**YES**	**NO**
	✓	
This subject includes a fee?	**YES**	**NO**
	✓	

Prerequisite	It is recommended that students have achieved at least a **sound achievement in Year 10 English and Physical Education.** It is also recommended that satisfactory participation and attitude be reflected throughout Year 10 Physical Education. If these recommendations have not been met, then discussions with the HOD will be necessary. **It is ESSENTIAL students are part of the BYOx Program to complete this course.**
Possible Career Pathway	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.
Course Outline	Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions. Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies. Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.
Objectives	By the conclusion of the course of study, students will: • recognize and explain concepts and principles about movement • demonstrate specialized movement sequences and movement strategies • apply concepts to specialized movement sequences and movement strategies • analyse and synthesise data to devise strategies about movement • evaluate strategies about and in movement • justify strategies about and in movement • make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

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

<table>
<tr><th colspan="5">PHYSICAL EDUCATION General</th></tr>
<tr><td>Assessment
Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)
<table>
<tr><th>Unit 1</th><th>Unit 2</th></tr>
<tr><td>Formative internal assessment 1 :
Examination</td><td>Formative internal assessment 3:
Project - Folio</td></tr>
<tr><td>Formative internal assessment 2:
Project - Folio</td><td>Formative internal assessment 4:
Investigation - Report</td></tr>
</table></td></tr>
<tr><td rowspan="2">Assessment
Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td colspan="4">
<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Project - folio
○ Time: approximately 5 hours of the time allocated to Unit 3
○ Length:
▪ Folio: 9-11 minutes
▪ Supporting evidence: 2-3 minutes</td><td>25%</td><td>Summative internal assessment 3 (IA3):
• Project - folio
○ Time: approximately 5 hours of the time allocated to Unit 3
○ Length:
▪ Folio: 9-11 minutes
▪ Supporting evidence: 2-3 minutes</td><td>25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Investigation - report
○ Time: Approximately 5 hours of the time allocated to Unit 3
○ Length - 1500—2000 words</td><td>25%</td><td>Summative external assessment (EA):
• Examination – combined response
○ Time: 2 hours plus 15 minutes perusal time
○ Length: 800-1000 words in total, including
▪ Short paragraph response items of 150-250 words per item
▪ An extended response to stimulus of 400 words or more</td><td>25%</td></tr>
</table>
</td></tr>
</table>

PHYSICS	General

This subject contributes towards an ATAR?	YES	NO
	✓	

This subject includes a fee?	YES	NO
		✓

Prerequisite	It is strongly recommended that Year 10 Extension Science and Year 10 Extension Mathematics were studied, and a minimum achievement of a C was attained in both subjects. Students should also be passing Year 10 English. Students that achieve less than this will need to discuss their choices with the Science HOD. If you plan to be a MEC student, you will need to discuss this subject choice with the HOD of Science. Physics is not an easy subject and should only be attempted by students who are prepared to put in a continuous, genuine effort to keep up with the level of work. This includes doing at least a few hours every week on revision and study.
Possible Career Pathway	A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.
Course Outline	Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena. Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. Physics is completed in the alternate sequence QCAA format. This means students will complete Unit 3 and 4 in Year 11 if they start in an even year (e.g. 2026), and complete Unit 1 and 2 in Year 12.
Objectives	By the conclusion of the course of study, students will: • describe and explain scientific concepts, theories, models and systems and their limitations • apply understanding of scientific concepts, theories, models and systems within their limitations • analyse data • interpret evidence • investigate phenomena • evaluate processes, claims and conclusions

	Unit 1	Unit 2	Unit 3	Unit 4
Structure	• Linear motion and force • Gravity and Motion	• Special relativity • Ionizing radiation and nuclear reactions • The standard Model	• Heating processes • Waves • Electrical circuits	• Electromagnetism • Quantum theory

<table>
<tr><th colspan="5">PHYSICS General</th></tr>
<tr><td>Assessment Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)
<table>
<tr><th>Unit 1</th><th>Unit 2</th></tr>
<tr><td>Formative internal assessment 1 :
Examination</td><td>Formative internal assessment 3:
Research Investigation</td></tr>
<tr><td>Formative internal assessment 2:
Student experiment</td><td>Formative internal assessment 4:
Examination</td></tr>
</table></td></tr>
<tr><td>Assessment Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)
<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test
○ Time: 60 minutes plus 10 minutes perusal
○ Length: 400-500 words in total, consisting of:
▪ Short-response items (sentence or short paragraphs)
▪ Written paragraphs 50-250 words per item (approximately 400-500 words)
▪ Other types of item responses e.g. interpreting and calculating
▪ Data book permitted
▪ Unseen stimulus
▪ Queensland-approved graphics calculator permitted</td><td>10%</td><td>Summative internal assessment 3 (IA3):
• Research Investigation
○ Time: - 10 hours of class time. This time will not necessarily be sequential. Students must perform the majority of the task during class time.
○ Length:
▪ Written: 1500—2000 words, or
▪ Multimodal presentation: 9-11 minutes</td><td>20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment
○ Time: 10 hours of class time. This time will not necessarily be sequential. Students must perform most of the task during class time.
○ Length
▪ Written: 1500—2000 words, or
▪ Multimodal presentation: 9-11 minutes</td><td>20%</td><td>Summative external assessment (EA):
• Examination
○ Short Response
▪ Time: 90 minutes plus 10 minutes perusal
▪ Queensland-approved graphics calculator permitted
▪ Seen data booklet provided
○ Combination Response
▪ Time: 90 minutes plus 10 minutes perusal
▪ Queensland-approved graphics calculator permitted
▪ Seen data booklet provided
▪ Unseen stimulus</td><td>50%</td></tr>
</table></td></tr>
</table>

<table>
<tr><th colspan="3">PSYCHOLOGY</th><th>General</th></tr>
<tr><td colspan="3" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td>✓</td><td></td></tr>
<tr><td colspan="3" rowspan="2">This subject includes a fee?</td><td>YES</td><td>NO</td></tr>
<tr><td></td><td>✓</td></tr>
<tr><td>Prerequisite</td><td colspan="4">It is recommended that students have achieved at least a sound achievement in Year 10 Core or Extension Science and Year 10 English. It is ESSENTIAL students are part of the BYOx Program to complete this course.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">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.</td></tr>
<tr><td>Course Outline</td><td colspan="4">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.</td></tr>
<tr><td>Objectives</td><td colspan="4">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 data
interpret evidence
investigate phenomena
evaluate processes, claims and conclusions
communicates understandings, findings, arguments and conclusions.</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Individual development
The role of the brain
Cognitive development
Consciousness, attention and sleep</td><td>Individual behaviour
Intelligence
Diagnosis
Psychological disorders and treatments
Emotion and motivation</td><td>Individual thinking
Brain function
Sensation and perception
Memory
Learning</td><td>The influence of others
Social psychology
Interpersonal processes
Attitudes
Cross-cultural psychology</td></tr>
</table>

<table>
<tr><th colspan="5">PSYCHOLOGY General</th></tr>
<tr><td rowspan="4">Assessment
Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)</td></tr>
<tr><td colspan="2">Unit 1</td><td colspan="2">Unit 2</td></tr>
<tr><td colspan="2">Formative internal assessment 1 :
Examination</td><td colspan="2">Formative internal assessment 3:
Research Investigation</td></tr>
<tr><td colspan="2">Formative internal assessment 2:
Student experiment</td><td colspan="2">Formative internal assessment 4:
Examination</td></tr>
<tr><td rowspan="3">Assessment
Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test
○ Time: 60 minutes plus 10 minutes perusal
○ Length: 400-500 words in total, consisting of:
▪ Short-response items (sentence or short paragraphs)
▪ Written paragraphs 50-250 words per item (approximately 400-500 words)
▪ Other types of item responses e.g. interpreting and calculating
▪ Unseen stimulus
▪ Queensland-approved graphics calculator permitted</td><td>10%</td><td>Summative internal assessment 3 (IA3):
• Research Investigation
○ Time: - 10 hours of class time. This time will not necessarily be sequential. Students must perform the majority of the task during class time.
○ Length:
▪ Written: 1500—2000 words, or
▪ Multimodal presentation: 9-11 minutes</td><td>20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment
○ Time: - 10 hours of class time. This time will not necessarily be sequential. Students must perform the majority of the task during class time.
○ Length
▪ Written: 1500—2000 words, or
▪ Multimodal presentation: 9-11 minutes</td><td>20%</td><td>Summative external assessment (EA):
• Examination
○ Short Response
▪ Time: 90 minutes plus 10 minutes perusal
▪ Queensland-approved graphics calculator permitted
○ Combination Response
▪ Time: 90 minutes plus 10 minutes perusal
▪ Queensland-approved graphics calculator permitted
▪ Unseen stimulus</td><td>50%</td></tr>
</table>

SPECIALIST MATHEMATICS	General

This subject contributes towards an ATAR?	YES	NO
	✓	

This subject includes a fee?	YES	NO
		✓

Prerequisite	A student who wishes to take Specialist Mathematics in Years 11 and 12 would need to achieve a minimum of 'B' in Year 10 Maths. Specialist Mathematics cannot be taken alone, but must accompany Mathematical Methods (some topics in Specialist Mathematics rely on work covered in Mathematical Methods).
Possible Career Pathway	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.
Required Resource	Graphic Calculator. We recommend the TI-nspire CXII (Non-Cas) which is used by our teachers.
Course Outline	The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours. Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.
Objectives	The syllabus objectives outline what students have the opportunity to learn. 1. Recall mathematical knowledge. 2. Use mathematical knowledge. 3. Communicate mathematical knowledge. 4. Evaluate the reasonableness of solutions. 5. Justify procedures and decisions. 6. Solve mathematical problems.

Structure	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**
	Combinatorics, proof, vectors and matrices Topic 1: Combinatorics Topic 2: Introduction to proof Topic 3: Vectors in the plane Topic 4: Algebra of vectors in two dimensions Topic 5: Matrices	**Complex numbers, further proof, trigonometry, functions and transformations** Topic 1: Complex numbers Topic 2: Complex arithmetic and algebra Topic 3: Circle and geometric proofs Topic 4: Trigonometry and functions Topic 5: Matrices and transformations	**Further complex numbers, proof, vectors and matrices** Topic 1: Further complex numbers Topic 2: Mathematical induction and trigonometric proofs Topic 3: Vectors in two and three dimensions Topic 4: Vector calculus Topic 5: Further matrices	**Further calculus and statistical inference** Topic 1: Integration techniques Topic 2: Application of integral calculus Topic 3: Rates of change and differential equations Topic 4: Modelling motion Topic 5: Statistical inference

<table>
<tr><th colspan="4">SPECIALIST MATHEMATICS General</th></tr>
<tr><td rowspan="4">Assessment
Unit 1 and 2</td><td colspan="3">Formative Assessments (Year 11)
Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course.</td></tr>
<tr><td colspan="2">Unit 1</td><td>Unit 2</td></tr>
<tr><td colspan="2">Formative internal assessment 1:
Problem-solving and modelling task</td><td>Formative internal assessment 3:
Examination</td></tr>
<tr><td colspan="2">Formative internal assessment 2:
Examination</td><td></td></tr>
<tr><td rowspan="4">Assessment
Unit 3 and 4</td><td colspan="3">Summative Assessments (Year 12)
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).</td></tr>
<tr><td colspan="2">Unit 3</td><td>Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task
○ Written
▪ Up to 10 pages, excluding appendixes
▪ Appendixes can include raw data, repeated calculations, evidence of authentication and students notes (appendixes are not to be marked)
▪ Duration: 4 weeks (including 3 hours of class time)
▪ Use of technology is required; schools must specify the technology used.
20%</td><td>Summative internal assessment 3 (IA3):
• Examination
○ 90 minutes plus 5 minutes perusal
○ short response format, consisting of a number of items that ask students to respond to the following activities:
▪ calculating using algorithms
▪ drawing, labelling or interpreting graphs, tables or diagrams
▪ short items requiring single-word, sentence or short-paragraph responses
▪ justifying solutions using appropriate mathematical language where applicable
▪ responding to seeing or unseen stimulus
▪ interpreting ideas and information
15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination
○ 90 minutes plus 5 minutes perusal
○ short response format, consisting of several items that ask students to respond to the following activities:
▪ calculating using algorithms
▪ drawing, labelling or interpreting graphs, tables or diagrams
▪ short items requiring single-word, sentence or short-paragraph responses
▪ justifying solutions using appropriate mathematical language where applicable
▪ responding to seeing or unseen stimulus
▪ interpreting ideas and information
15%</td><td>Summative external assessment (EA):
• Examination — Paper 1 technology-free (25%)
○ 90 minutes plus 5 minutes perusal
• Examination — Paper 2 technology-active (25%)
○ 90 minutes plus 5 minutes perusal
○ Short response format
50%</td></tr>
</table>

<table>
<tr><th colspan="3">VISUAL ARTS</th><th>General</th></tr>
<tr><td colspan="3" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td>✓</td><td></td></tr>
<tr><td colspan="3" rowspan="2">This subject includes a fee?</td><td>YES</td><td>NO</td></tr>
<tr><td>✓</td><td></td></tr>
<tr><td>Prerequisite</td><td colspan="4">A sound achievement (C) or higher in Year 10 Art is advised; a sound achievement (C) or higher in Year 10 English is essential. It is ESSENTIAL for students to be part of the BYOx Program to study this course.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.</td></tr>
<tr><td>Course Outline</td><td colspan="4">Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

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

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

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
implement ideas and representations
apply literacy skills
analyse and interpret visual language, expression and meaning in artworks and practices
evaluate art practices, traditions, cultures and theories
justify viewpoints
experiment in response to stimulus
create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
realize responses to communicate meaning</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Art as lens
Concept: lenses to explore the material world
Contexts: personal and contemporary
Focus: People, place, objects</td><td>Art as code
Concept: art as a coded visual language
Contexts: formal and cultural
Focus: Codes, symbols, signs and art conventions</td><td>Art as knowledge
Concept: constructing knowledge as artist and audience
Contexts: contemporary, personal, cultural and/or formal
Focus: student-directed</td><td>Art as alternate
Concept: evolving alternate representations and meaning
Contexts: contemporary and personal, cultural and/or formal
Focus: student-directed</td></tr>
</table>

<table>
<tr><th colspan="5">VISUAL ARTS General</th></tr>
<tr><td rowspan="4">Assessment
Unit 1 and 2</td><td colspan="4">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course.
Formative Assessments (Year 11)</td></tr>
<tr><td colspan="2">Unit 1</td><td colspan="2">Unit 2</td></tr>
<tr><td colspan="2">Formative internal assessment 1 :
Investigation – inquiry phase 1</td><td colspan="2">Formative internal assessment 3:
Project – inquiry phase 3</td></tr>
<tr><td colspan="2">Formative internal assessment 2:
Project – inquiry phase 2</td><td colspan="2">Formative internal assessment 4 :
Examination – extended response</td></tr>
<tr><td rowspan="3">Assessment
Unit 3 and 4</td><td colspan="4">In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).
Summative Assessments (Year 12)</td></tr>
<tr><td colspan="2">Unit 3</td><td colspan="2">Unit 4</td></tr>
<tr>
<td>Summative internal assessment 1 (IA1):
• Investigation – inquiry phase 1
○ Mode:
▪ Written report, 1000-1500 words or
▪ Multimodal presentation, 7-9 minutes or
▪ Digital presentation 8-10 A4 pages/slides or equivalent timed digital media.
○ Submission
▪ Written – pdf file stored by school
▪ Digital/multimodal – rendered mp4 or pptx file stored by school</td>
<td>20%</td>
<td>Summative internal assessment 3 (IA3):
• Project – inquiry phase 3
○ Student-selected media area/s
▪ Single resolved artwork, or artwork, or a collection of resolved artworks
▪ Artist's statement/s that assists audience understanding of body of work focus and critical thinking
• One statement for a single artwork or a collection of artworks, or multiple statements for individual artworks in a collection
• Maximum 150 words per statement
○ Annotated illustration of the resolved artwork/s. Maximum 200 words for a single artwork or a collection of artworks
○ Supporting evidence – can be 1-4 pages, slides or similar</td>
<td>30%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):
• Project – inquiry phase 2
○ Student-selected media area/s
○ Single resolved artwork, or artwork, or a collection of resolved artworks
○ Artist's statement/s that assists audience understanding of body of work focus and critical thinking
▪ One statement for a single artwork or a collection of artworks, or multiple statements for individual artworks in a collection
▪ Maximum 150 words per statement
○ Annotated illustration of the resolved artwork/s. Maximum 200 words for a single artwork or a collection of artworks
○ Supporting evidence – can be 1-4 pages, slides or similar</td>
<td>25%</td>
<td>Summative external assessment (EA):
• Examination – extended response
○ Time: 2 hours plus planning time (10 minutes)
○ Mode: written
○ Length: 800-1000 words</td>
<td>25%</td>
</tr>
</table>

APPLIED SUBJECTS, VETS COURSES & SCHOOL SUBJECTS

APPLIED SUBJECTS

AGRICULTURAL PRACTICES	Applied

This subject contributes towards an ATAR?	YES	NO
		✓

This subject includes a fee?	YES	NO
	✓	

Prerequisite	The students should have a keen interest in caring for and learning about agricultural plants and animals. They should have a willingness to participate in classroom and outdoor activities such as propagating plants, tending to animals and working with agricultural equipment and machinery. **It is ESSENTIAL for students to be part of the BYOx Program to study this course.** Students **MUST** wear the provided protective equipment such as safety glasses and earmuffs. They will need to provide, and **MUST** wear, steel capped SAFETY boots as well as a sun-safe hat. Students will be instructed in various safety procedures and **MUST** comply with all safety requirements and procedures to remain in this subject.
Possible Career Pathway	A course of study in Agricultural Practices can establish a basis for further education and employment in a range of fields, including agriculture.
Course Outline	Agricultural Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in agricultural science, workplaces and other settings. Learning in Agricultural Practices involves creative and critical reasoning; systematically accessing, capturing and analyzing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data. Agricultural Practices students apply scientific knowledge and skills in situations to produce outcomes. Students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities. Projects and investigations are key features of Agricultural Practices. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real world and/or lifelike agricultural contexts.
Objectives	By the conclusion of the course of study, students should: • apply what they understand to explain and execute procedures • plan and implement projects and investigations • analyse and interpret information • evaluate conclusions and outcomes
Structure	Agricultural Practices is as four-unit course of study: • Water-based animal production • Land-based plant production • Animal industries • Land-based animal production Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical agricultural situations.

<table>
<tr><th colspan="3">AGRICULTURAL PRACTICES Applied</th></tr>
<tr><td rowspan="3">Assessment Units 1 and 2</td><td colspan="2">For Agricultural Practices assessments from unit 1 & 2 will provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4, and receive feedback on their progress through the course.</td></tr>
<tr><td>Unit 1</td><td>Unit 2</td></tr>
<tr><td>Formative Assessment 1 & 2
Practical project
Applied investigation</td><td>Formative Assessment 3 & 4
Practical project
Applied investigation</td></tr>
<tr><td rowspan="2">Assessment Units 3 and 4</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Summative Assessment 5 & 6
Applied Investigations: 10-15 hours of in class time. Multimodal (7 minutes, 10 x A4 pages or equivalent digital media) OR written up to 1000 words.
Practical Projects: 10-15 hours of in class time to create a product or 4-minute performance. Process must be documented up to 5 minutes, 8 x A4 pages OR equivalent digital mode.</td><td>Summative Assessment 5 & 6
Applied Investigations: 10-15 hours of in class time. Multimodal (7 minutes, 10 x A4 pages or equivalent digital media) OR written up to 1000 words.
Practical Projects: 10-15 hours of in class time to create a product or 4-minute performance. Process must be documented up to 5 minutes, 8 x A4 pages OR equivalent digital mode.</td></tr>
</table>

AQUATIC PRACTICES	Applied	
This subject contributes towards an ATAR?	**YES**	**NO**
		✓
This subject includes a fee?	**YES**	**NO**
	✓	

Prerequisite	The students should have a keen interest in the marine environment. They should have a willingness to participate in classroom and outdoor activities such as boating, snorkelling and swimming. A result of C in Year 10 Science is preferable (any of the three tiers – SCX, SCI, SCF).
Possible Career Pathway	A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.
Course Outline	Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings. Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship. Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.
Objectives	By the conclusion of the course of study, students should: • describe ideas and phenomena • execute procedures • analyse information • interpret information • evaluate conclusions and outcomes • plan investigations and projects.
Structure	Aquatic Practices is a four-unit course of study: • Using the aquatic environment • • Recreational and commercial fishing • Coastlines and Navigation • Aquatic Ecosystems

<table>
<tr><th colspan="3">AQUATIC PRACTICES Applied</th></tr>
<tr><td rowspan="3">Assessment
Unit 1 and 2</td><td colspan="2">For Aquatic Practices assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4, and receive feedback on their progress through the course.</td></tr>
<tr><td>Unit 1</td><td>Unit 2</td></tr>
<tr><td>Formative Assessment 1 & 2
Practical Project
Applied Investigations</td><td>Formative Assessment 3 & 4
Practical Project
Applied Investigations</td></tr>
<tr><td rowspan="2">Assessment
Unit 3 and 4</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Summative Assessment 5 & 6
Applied Investigations: 10-15 hours of in class time. Multimodal (7 minutes, 10 x A4 pages or equivalent digital media) <u>OR</u> written up to 1000 words.
Practical Projects: 10-15 hours of in class time to create a product or 4-minute performance. Process must be documented up to 5 minutes, 8 x A4 pages <u>OR</u> equivalent digital mode.</td><td>Summative Assessment 5 & 6
Applied Investigations – 10-15 hours of in class time. Multimodal (7 minutes, 10 x A4 pages or equivalent digital media) <u>OR</u> written up to 1000 words.
Practical Projects: 10-15 hours of in class time to create a product or 4-minute performance. Process must be documented up to 5 minutes, 8 x A4 pages <u>OR</u> equivalent digital mode.</td></tr>
</table>

BUILDING & CONSTRUCTION SKILLS	Applied

This subject contributes towards an ATAR?	YES	NO
		✓

This subject includes a fee?	YES	NO
	✓	

Prerequisite	Students **SHOULD** have a Sound Achievement, or better, in either TMT or TES subjects in Year 9 or 10. This is an advantage as it forms a sound basis for the practical skills and knowledge required in this subject. Students are also required to have good literacy and numeracy skills. **It is MANDATORY that students are a part of the BYOx program. This is to allow the students to undertake Web based theory.** Students **MUST** wear the provided protective equipment such as safety glasses and earmuffs. They will need to provide, and **MUST** wear, steel capped SAFETY boots. Students will be instructed in various safety procedures and **MUST** comply with all safety requirements and procedures to remain in this subject.
Possible Career Pathway	A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.
Course Outline	Building & Construction Skills includes the study of the building and construction industry's practices and production processes through students' application in, and through, trade learning contexts. Industry practices are used by building and construction enterprises to manage the construction of structures from raw materials. Production processes combine the production skills and procedures required to construct structures. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of high-quality structures at a specific price and time. Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and civil construction industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes and organise, calculate, plan, evaluate and adapt production processes and the structures they construct. The majority of learning is done through construction tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.
Objectives	By the conclusion of the course of study, students should: • demonstrate practices, skills and procedures • interpret drawings and technical information • select practices, skills and procedures • sequence processes • evaluate skills and procedures, and structures • adapt plans, skills and procedures
Structure	The Building & Construction Skills is a four-unit course of study: • Fixing and finishing • Site preparation and foundations • Construct in the commercial building industry • Framing and cladding

<table>
<tr><th colspan="3">BUILDING & CONSTRUCTION SKILLS — Applied</th></tr>
<tr><td rowspan="2">Assessment
Unit 1 and 2</td><td colspan="2">For Building and Construction Skills, assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4, and receive feedback on their progress through the course.</td></tr>
<tr><td>Unit 1</td><td>Unit 2</td></tr>
<tr><td></td><td>Formative Assessment 1
• Practical Demonstration
○ Practical demonstration – the skills and procedures used in 3 – 5 production processes
○ Documentation – multimodal – at least 2 of the following:
▪ Up to 3 minutes
▪ 6 A4 pages
▪ Equivalent digital media

Formative Assessment 2
• Project
○ Structure – using skills and procedures in 5 – 7 processes
○ Construction process – multimodal – at least 2 of the following:
▪ Up to 5 minutes
▪ 8 A4 pages
▪ Equivalent digital media</td><td>Formative Assessment 3
• Practical Demonstration
○ Practical demonstration – the skills and procedures used in 3 – 5 production processes
○ Documentation – multimodal – at least 2 of the following:
▪ Up to 3 minutes
▪ 6 A4 pages
▪ Equivalent digital media

Formative Assessment 4
• Project
○ Structure – using skills and procedures in 5 – 7 processes
○ Construction process – multimodal – at least 2 of the following:
▪ Up to 5 minutes
▪ 8 A4 pages
▪ Equivalent digital media</td></tr>
<tr><td rowspan="2">Assessment
Unit 3 and 4</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Summative Assessment 5
• Practical Demonstration
○ Practical demonstration – the skills and procedures used in 3 – 5 production processes
○ Documentation – multimodal – at least 2 of the following:
▪ Up to 3 minutes
▪ 6 A4 pages
▪ Equivalent digital media

Summative Assessment 6
• Project
○ Structure – using skills and procedures in 5 – 7 processes
○ Construction process – multimodal – at least 2 of the following:
▪ Up to 5 minutes
▪ 8 A4 pages
▪ Equivalent digital media</td><td>Summative Assessment 7
• Practical Demonstration
○ Practical demonstration – the skills and procedures used in 3 – 5 production processes
○ Documentation – multimodal – at least 2 of the following:
▪ Up to 3 minutes
▪ 6 A4 pages
▪ Equivalent digital media

Summative Assessment 8
• Project
○ Structure – using skills and procedures in 5 – 7 processes
○ Construction process – multimodal – at least 2 of the following:
▪ Up to 5 minutes
▪ 8 A4 pages
▪ Equivalent digital media</td></tr>
</table>

BUSINESS STUDIES	Applied

This subject contributes towards an ATAR?	YES	NO
		✓

This subject includes a fee?	YES	NO
		✓

Prerequisite	**It is highly recommended that students be part of the BYOx Program to support their learning in the course**
Possible Career Pathway	A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.
Course Outline	In a course of study, students develop their business knowledge and understanding through applying business practices in business contexts, such as retail, health services, entertainment, tourism, travel and mining. Students will experience authentic learning experiences through connections within the school, local community or organizations, businesses and professionals outside of the school. Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.
Objectives	By the conclusion of the course of study, students will: • explain Business concepts, processes and practices. • examine business information. • apply business knowledge. • communicate response. • evaluate projects.
Structure	The Business course is designed into 4 units: • Entrepreneurship • Working in Marketing • Working in Events • Working in Finance

<table>
<tr><th colspan="3">BUSINESS STUDIES — Applied</th></tr>
<tr><td rowspan="3">Assessment
Unit 1 and 2</td><td colspan="2">For Business Studies, assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4, and receive feedback on their progress through the course.</td></tr>
<tr><td>Unit 1</td><td>Unit 2</td></tr>
<tr><td>Formative Assessment 1
• Extended Response:
○ Written component up to 1000 words.

Formative Assessment 2
• Project
○ Pitch – one of the following:
▪ Multimodal – up to 5 mins, 6 A4 pages, or equivalent digital media
▪ Spoken: up to 4 min
▪ Written: up to 600 words.
○ Evaluation – one of the following:
▪ Multimodal – up to 5 mins, 6 A4 pages, or equivalent digital media
▪ Spoken: up to 4 min
▪ Written: up to 600 words.</td><td>Formative Assessment 3
• Extended Response:
○ Written: up to 1000 words

Formative Assessment 4
• Project
○ Marketing Plan – one of the following:
▪ Multimodal – up to 5 mins, 6 A4 pages, or equivalent digital media
▪ Spoken: up to 4 min
▪ Written: up to 600 words.
○ Evaluation – one of the following:
▪ Multimodal – up to 5 mins, 6 A4 pages, or equivalent digital media
▪ Spoken: up to 4 min
▪ Written: up to 600 words</td></tr>
<tr><td rowspan="3">Assessment
Unit 3 and 4</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Summative Assessment 5
• Extended Response
○ Written up to 1000 words

Summative Assessment 6
• Project
○ Event Plan - one of the following:
▪ Multimodal – up to 5 mins, 6 A4 pages, or equivalent digital media
▪ Spoken: up to 4 min
▪ Written: up to 600 words
○ Evaluation – one of the following:
▪ Multimodal – up to 5 mins, 6 A4 pages, or equivalent digital media
▪ Spoken: up to 4 min
▪ Written: up to 600 words</td><td>Summative Assessment 7
• Extended Response
○ Written up to 1000 words

Summative Assessment 8
• Project
○ Action Plan - one of the following:
▪ Multimodal – up to 5 mins, 6 A4 pages, or equivalent digital media
▪ Spoken: up to 4 min
▪ Written: up to 600 words
○ Evaluation – one of the following:
▪ Multimodal – up to 5 mins, 6 A4 pages, or equivalent digital media
▪ Spoken: up to 4 min
▪ Written: up to 600 words</td></tr>
</table>

<table>
<tr><th colspan="2">DESIGN</th><th colspan="2">Applied</th></tr>
<tr><td colspan="2" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td></td><td>✓</td></tr>
<tr><td colspan="2" rowspan="2">This subject includes a fee?</td><td>YES</td><td>NO</td></tr>
<tr><td></td><td>✓</td></tr>
<tr><td>Prerequisite</td><td colspan="3">It is MANDATORY that students are part of the BYOx program with a high-end capable of running Auto Desk Programs.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="3">A course of study in Design can support further education and employment in:
Architecture
Digital Media
Fashion Design
Graphic Design
Industrial Design
Interior and Landscape Architecture</td></tr>
<tr><td>Course Outline</td><td colspan="3">Design focuses on solving real-world problems by creating products, services, and environments in response to human needs and wants. Students use design thinking strategies to generate, develop, and refine creative ideas. The course fosters skills in collaboration, communication, digital drawing, prototyping, and stakeholders engagement.
Throughout the course, students may work with real businesses or community organisations to explore authentic design problems. These opportunities allow students to engage with stakeholders, apply human-centred design processes, and propose innovative solutions that respond to real needs.
Students explore how design impacts social, economic, and cultural environments and learn to respond to challenges by thinking critically, iterating solutions, and working ethically and sustainably.</td></tr>
<tr><td>Objectives</td><td colspan="3">by the end of the course students will be able to:
Describe and define design problems and criteria
Represent design ideas using visual communication
Analyse client needs and opportunities using data
Develop and refine solutions
Evaluate ideas and justify design decisions
Use appropriate modes of communication for different audiences</td></tr>
<tr><td>Structure</td><td colspan="3">Course Structure
Unit Focus Area Topic
Unit 1 Stakeholder-Centred Design Designing for others
Unit 2 Commercial Design Influences Responding to needs and wants
Unit 3 Human-Centred Design Designing with empathy
Unit 4 Sustainable Design Influence Responding to opportunities</td></tr>
<tr><td>General</td><td colspan="3">Assessment from units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in units 3 and 4, and receive feedback on their progress through the course.</td></tr>
<tr><td>Formative Assessment (Year 11)</td><td colspan="3">Unit Assessment
Unit 1
- Formative Internal Assessment 1: Examination – Design Challenge
- Formative Internal Assessment 2: Project – Boutique furniture Design
Unit 2
- Formative Internal Assessment 3: Project – Responding to real clients
- Formative Internal Assessment 4: Examination – Design Challenge</td></tr>
</table>

Formative Assessment (Year 12)	**Summative Assessment (Year 12)** **Unit** **Assessment** **Weight** Unit 3 - Summative Internal Assessment 1 (IA1): Examination – Design Challenge 20% - Summative Internal Assessment 2 (IA2): Project – Natural Disasters 30% Unit 4 - Summative Internal Assessment 3 (IA3): Project – Sustainable Design 25% - Summative External Assessment (EA): Examination – Extended Response 25%

DRAMA IN PRACTICE

This subject contributes towards an ATAR?	
This subject includes a fee?	
Prerequisite	A sound achievement (C) in Year 9 or 10 Drama is recommended. **It is MANDATORY students be part of the BYOx Program to study this course.**
Possible Career Pathway	A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions. With additional training and experience, potential employment outcomes may include actor/performer, stage director, scriptwriter, lighting or sound designer, theatre technician, properties manager, stage manager, tour manager, producer, costume designer, venue manager or marketing and promotions manager.
Course Outline	Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in. Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts. As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities. Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential

	workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts. They identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience.
Objectives	By the conclusion of the course of study, students should: • use drama practices • plan drama works • communicate ideas • evaluate drama works
Structure	Drama in Practice is a four-unit course of study. These units may be delivered in any order: • Collaboration • Community • Contemporary • Commentary

<table>
<tr><th colspan="3">DRAMA IN PRACTICE — Applied</th></tr>
<tr><td rowspan="3">Assessment
Unit 1 and 2</td><td colspan="2">For Drama in Practice, assessment from the first 2 units will provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4, and receive feedback on their progress through the course.</td></tr>
<tr><td>Collaboration
Students participate in collaborative process, working in role of actor and director to create an original director's brief to perform a director's brief.</td><td>Community
Students engage in authentic drama activities to explore community theatre and playmaking through devising original drama works in response to community contexts.</td></tr>
<tr><td>Assessment 1 - Directorial Project
○ Director's brief – Multimodal using at least 2 of the following:
▪ Up to 5 minutes
▪ 8 A4 pages
▪ Equivalent digital media
○ Planning and evaluation of director's brief – one of the following:
▪ Multimodal – using two of the following:
• Up to 5 minutes
• 8 A4 pages
• Equivalent digital media
▪ Written – up to 600 words
▪ Spoken – up to 4 minutes or signed equivalent
Assessment 2 - Performance
Live or recorded – up to 4 minutes</td><td>Assessment 1 - Devising project
○ Devised scene – up to 4 minutes (rehearsed)
○ Planning and evaluation of devised scene – one of the following:
▪ Multimodal using at least two of the following:
• Up to 5 minutes
• 8 A4 pages
• Equivalent digital media
▪ Written – up to 600 words
▪ Spoken – up to 4 minutes or signed equivalent
Assessment 2 - Performance
○ Live or recorded – up to 4 minutes</td></tr>
<tr><td rowspan="3">Assessment
Unit 3 and 4</td><td>Contemporary
Students take on role of director and actor to explore contemporary theatre and innovations in performance making in the modern era.</td><td>Commentary
Students explore power of drama in commenting on social issues and respond to the issues and events that affects lives on local, national and global scale.</td></tr>
<tr><td>Assessment 1 – Directorial Project
○ Director's brief – Multimodal using at least 2 of the following:
▪ Up to 5 minutes
▪ 8 A4 pages
▪ Equivalent digital media
○ Planning and evaluation of director's brief – one of the following:
▪ Multimodal – using two of the following:
• Up to 5 minutes
• 8 A4 pages
• Equivalent digital media
▪ Written – up to 600 words
▪ Spoken – up to 4 minutes or signed equivalent
Assessment 2 - Performance
○ Live or recorded – up to 4 minutes</td><td>Assessment 1 – Devising Project
○ Devised scene – up to 4 minutes (rehearsed)
○ Planning and evaluation of devised scene – one of the following:
▪ Multimodal using at least two of the following:
• Up to 5 minutes
• 8 A4 pages
• Equivalent digital media
▪ Written – up to 600 words
▪ Spoken – up to 4 minutes or signed equivalent
Assessment 2 - Collage drama performance
○ Live or recorded – up to 4 minutes</td></tr>
</table>

EARLY CHILDHOOD STUDIES	Applied	
This subject contributes towards an ATAR?	**YES**	**NO**
		✓
This subject includes a fee?	**YES**	**NO**
	✓	

Prerequisite	Students do not need to have completed particular subjects to study this subject. An interest in the childcare industry and in the wellbeing of children would be beneficial.
Possible Career Pathway	A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher aides or assistants in a range of early childhood contexts.
Course Outline	Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world. The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others. Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities responsive to the needs of children as well as exploring contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning. Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.
Objectives	By the conclusion of the course of study, students should: • investigate the fundamentals and practices of early childhood learning • plan learning activities • implement learning activities • evaluate learning activities
Structure	Early Childhood Studies is a four-unit course of study: • Play and creativity • Children's development • Indoor and Outdoor environments • Literacy and Numeracy

<table>
<tr><th colspan="3">EARLY CHILDHOOD STUDIES Applied</th></tr>
<tr><td rowspan="2">Assessment
Unit 1 and 2</td><td colspan="2">For Early Childhood, assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4, and receive feedback on their progress through the course.</td></tr>
<tr><td>Unit 1</td><td>Unit 2</td></tr>
<tr><td></td><td>Formative Assessment 1 - Investigation
Play-based activity (children's development)
Planning and evaluation (Multimodal: up to 5 minutes, 8 A4 pages or equivalent digital media)
Formative Assessment 2 - Project
Play-based activity (children's development)
Implementation of activity (up to 5 minutes)
Planning and evaluation (Multimodal: up to 5 minutes, 8 A4 pages or equivalent digital media)</td><td>Formative Assessment 3 - Investigation
Play-based activity (play/creativity)
Planning and evaluation (Multimodal: up to 5 minutes, 8 A4 pages or equivalent digital media)
Formative Assessment 4 - Project
Play-based activity (play/creativity)
Implementation of activity (up to 5 minutes)
Planning and evaluation (Multimodal: up to 5 minutes, 8 A4 pages or equivalent digital media)</td></tr>
<tr><td rowspan="2">Assessment
Unit 3 and 4</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Summative Assessment 5 - Investigation
Play-based activity (literacy/numeracy)
Planning and evaluation (Multimodal: up to 5 minutes, 8 A4 pages or equivalent digital media)
Summative Assessment 6 - Project
Play-based activity (literacy/numeracy)
Implementation of activity (up to 5 minutes)
Planning and evaluation (Multimodal: up to 5 minutes, 8 A4 pages or equivalent digital media)</td><td>Summative Assessment 7 - Investigation
Play-based activity (indoor/outdoor environments)
Planning and evaluation (Multimodal: up to 5 minutes, 8 A4 pages or equivalent digital media)
Summative Assessment 8 - Project
Play-based activity (indoor/outdoor environments)
Implementation of activity (up to 5 minutes)
Planning and evaluation (Multimodal: up to 5 minutes, 8 A4 pages or equivalent digital media)</td></tr>
</table>

ENGINEERING SKILLS	Applied

This subject contributes towards an ATAR?	YES	NO
		✓

This subject includes a fee?	YES	NO
	✓	

Prerequisite	Students **SHOULD** have a Sound Achievement or better in either TMT or TES subjects whether in Year 9 or 10. This is an advantage as this forms a sound basis for the practical skills and knowledge required in this subject. Students are also required to have good literacy and numeracy skills. It is **MANDATORY** that students are a part of the BYOx program. This is to allow the students to undertake web-based theory. Students **MUST** wear the provided protective equipment such as safety glasses and earmuffs. They **MUST** have long drill work clothes e.g. heavy cotton or denim long pants and long sleeve shirt or overalls and steel capped SAFETY work boots. These must be worn at all times in the workshop. Specific safety equipment such as welding face shield, leather apron, gloves will be supplied by the school. This is to protect them from all welding burns and burns from hot metal when working. Students will be instructed in various safety procedures and **MUST** comply with all safety requirements and procedures to remain in the subject.
Possible Career Pathway	A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.
Course Outline	Engineering Skills includes the study of the manufacturing and engineering industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by manufacturing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time. Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the structural, transport and manufacturing engineering industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.
Objectives	By the conclusion of the course of study, students should: • demonstrate practices, skills and procedures • interpret drawings and technical information • select practices, skills and procedures • sequence processes • evaluate skills and procedures, and structures • adapt plans, skills and procedures.
Structure	The Engineering Skills is a four-unit course of study: • Sheet metal working • Fitting and machining • Welding and fabrication • Production in the manufacturing engineering industry

<table>
<tr><th colspan="3">ENGINEERING SKILLS Applied</th></tr>
<tr><td rowspan="2">Assessment
Unit 1 and 2</td><td colspan="2">For Engineering Skills, assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4, and receive feedback on their progress through the course.</td></tr>
<tr><td>Unit 1</td><td>Unit 2</td></tr>
<tr><td></td><td>Formative Assessment 1
• Practical Demonstration
○ Practical demonstration – the skills and procedures used in 3 – 5 production processes
○ Documentation – multimodal – at least 2 of the following:
▪ Up to 3 minutes
▪ 6 A4 pages
▪ Equivalent digital media

Formative Assessment 2
• Project
○ Structure – using skills and procedures in 5 – 7 processes
○ Construction process – multimodal – at least 2 of the following:
▪ Up to 5 minutes
▪ 8 A4 pages
▪ Equivalent digital media</td><td>Formative Assessment 3
• Practical Demonstration
○ Practical demonstration – the skills and procedures used in 3 – 5 production processes
○ Documentation – multimodal – at least 2 of the following:
▪ Up to 3 minutes
▪ 6 A4 pages
▪ Equivalent digital media

Formative Assessment 4
• Project
○ Structure – using skills and procedures in 5 – 7 processes
○ Construction process – multimodal – at least 2 of the following:
▪ Up to 5 minutes
▪ 8 A4 pages
▪ Equivalent digital media</td></tr>
<tr><td rowspan="2">Assessment
Unit 3 and 4</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Summative Assessment 5
• Practical Demonstration
○ Practical demonstration – the skills and procedures used in 3 – 5 production processes
○ Documentation – multimodal – at least 2 of the following:
▪ Up to 3 minutes
▪ 6 x A4 pages
▪ Equivalent digital media

Summative Assessment 6
• Project
○ Structure – using skills and procedures in 5 – 7 processes
○ Construction process – multimodal – at least 2 of the following:
▪ Up to 5 minutes
▪ 8 A4 pages
○ Equivalent digital media</td><td>Summative Assessment 7
• Practical Demonstration
○ Practical demonstration – the skills and procedures used in 3 – 5 production processes
○ Documentation – multimodal – at least 2 of the following:
▪ Up to 3 minutes
▪ 6 A4 pages
▪ Equivalent digital media

Summative Assessment 8
• Project
○ Structure – using skills and procedures in 5 – 7 processes
○ Construction process – multimodal – at least 2 of the following:
▪ Up to 5 minutes
▪ 8 x A4 pages
○ Equivalent digital media</td></tr>
</table>

<table>
<tr><th colspan="3">ESSENTIAL ENGLISH</th><th>Applied</th></tr>
<tr><td colspan="3" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td></td><td>✓</td></tr>
<tr><td colspan="3" rowspan="2">This subject includes a fee?</td><td>YES</td><td>NO</td></tr>
<tr><td></td><td>✓</td></tr>
<tr><td>Prerequisite</td><td colspan="4">Nil</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="4">A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.</td></tr>
<tr><td>Course Outline</td><td colspan="4">Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

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

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

Students use language to produce texts for a variety of purposes and audiences and creative and imaginative thinking to explore their own world and the worlds of others. They actively and critical interact with a range of texts from diverse cultures, developing an awareness and empathy of different perspectives and how language positions both them and others.</td></tr>
<tr><td>Objectives</td><td colspan="4">By the conclusion of the course of study, students will:
• use patterns and conventions of genres to suit particular purposes and audiences.
• use appropriate roles and relationships with audiences
• construct and explain representations of identities, places, events and/or concepts
• make use of and explain opinions and/or ideas in text, according to the purpose.
• explain how language features and text structures shape meaning and invite particular responses
• select and use subject matter to support perspectives
• sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
• make language choices according to register informed by purpose, audience and context
• use mode-appropriate language features to achieve particular purposes across modes.</td></tr>
<tr><td rowspan="2">Structure</td><td>Unit 1</td><td>Unit 2</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Language that works
• Responding to a variety of texts used in and developed for a work context
• Creating multimodal and written texts</td><td>Texts and human experiences
• Responding to reflective and nonfiction texts that explore human experiences
• Creating spoken and written texts</td><td>Language that influences
• Creating and shaping perspectives on community, local and global issues in texts
• Responding to texts that seek to influence audiences</td><td>Representations and popular culture texts
• Responding to popular culture texts
• Creating representations of Australian identifies, places, events and concepts</td></tr>
</table>

<table>
<tr><th colspan="3">ESSENTIAL ENGLISH Applied</th></tr>
<tr><td rowspan="4">Assessment
Unit 1 and 2</td><td colspan="2">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course. Schools devise assessment in Units 1 and 2 to suit their local context.

Formative Assessments (Year 11)</td></tr>
<tr><td>Unit 1</td><td>Unit 2</td></tr>
<tr><td>Formative internal assessment 1 (FIA1):
Extended response – spoken/signed response</td><td>Formative internal assessment 3 (FIA3):
Extended response – Multimodal Response</td></tr>
<tr><td>Formative internal assessment 2 (FIA2):
Common Internal Assessment</td><td>Formative internal assessment 4 (FIA4):
Extended response – Multimodal Response</td></tr>
<tr><td></td><td colspan="2">In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative Assessments (Year 12)</td></tr>
<tr><td rowspan="3">Assessment
Unit 3 and 4</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
Extended response – spoken/signed response
Spoken/signed presentation up to 6 minutes
Four weeks’ notice of task
May be supported by additional audio, visual or digital media, but the focus of this assignment is the spoken (live or recorded) or signed equivalent.</td><td>Summative internal assessment 3 (IA3):
Extended response – multimodal response
Multimodal presentation of up to 6 minutes per student
Four weeks’ notice of task
Must include a combination of at least two modes delivered at the same time where one mode is spoken, maybe live or recorded or signed equivalent.</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
Common Internal Assessment Task
1 ½ hours plus 15 minutes planning time, delivered in one continuous session or 90 minutes allocated over no more than three consecutive lessons
200-300 words per response (total of 400-600 words)
One seen stimulus text and one unseen stimulus text</td><td>Summative internal assessment 4 (IA4):
Extended response – written response
Length: 500-800 words
Four weeks’ notice of task
Must support the response with audio, visual and digital media</td></tr>
</table>

ESSENTIAL MATHEMATICS	Applied

This subject contributes towards an ATAR?	YES	NO
		✓

This subject includes a fee?	YES	NO
	✓	

Prerequisite	Nil
Possible Career Pathway	A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.
Course Outline	The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.
Required Resource	Scientific Calculator. We recommend the Casio Fx-8200au
Objectives	The syllabus objectives outline what students have the opportunity to learn: • recall mathematical knowledge • use mathematical knowledge • communicate mathematical knowledge • evaluate the reasonableness of solutions • justify procedures and decisions • solve mathematical problems.

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

<table>
<tr><th colspan="3">ESSENTIAL MATHEMATICS Applied</th></tr>
<tr><td rowspan="4">Assessment
Unit 1 and 2</td><td colspan="2">Assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4 and receive feedback on their progress through the course. Schools devise assessment in Units 1 and 2 to suit their local context.

Formative Assessments (Year 11)</td></tr>
<tr><td>Unit 1</td><td>Unit 2</td></tr>
<tr><td>Formative internal assessment 1 (FIA1):
Problem-Solving and Modelling Task</td><td>Formative internal assessment 3 (FIA3):
Problem-Solving and Modelling Task</td></tr>
<tr><td>Formative internal assessment 2 (FIA2):
Common Internal Assessment</td><td>Formative internal assessment 4 (FIA4) :
Examination</td></tr>
<tr><td></td><td colspan="2">In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative Assessments (Year 12)</td></tr>
<tr><td rowspan="3">Assessment
Unit 3 and 4</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task
○ Written
▪ Up to 8 pages/1000 words, excluding appendixes
▪ Appendixes can include raw data, repeated calculations, evidence of authentication and students notes (appendixes are not to be marked)
▪ Duration: 5 weeks (including 8 hours of class time)
○ Use of technology is required; schools must specify the technology used.</td><td>Summative internal assessment 3 (IA3):
• Problem-solving and modelling task
○ Written
▪ Up to 8 pages/1000 words, excluding appendixes
▪ Appendixes can include raw data, repeated calculations, evidence of authentication and students notes (appendixes are not to be marked)
▪ Duration: 5 weeks (including 8 hours of class time)
▪ Use of technology is required; schools must specify the technology used.</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Common Internal Assessment Task
○ 60 minutes plus 5 minutes perusal
▪ Part A: simple
• Short response, scientific calculator only
▪ Part B: complex
• Short response, scientific calculator only</td><td>Summative internal assessment 4 (IA4):
• Examination
○ 60 minutes plus 5 minutes perusal
▪ Part A: simple
• Short response, scientific calculator only
▪ Part B: complex
• Short response, scientific calculator only</td></tr>
</table>

HOSPITALITY PRACTICES	Applied

This subject contributes towards an ATAR?	YES	NO
		✓

This subject includes a fee?	YES	NO
	✓	

Prerequisite	Students do not need to have completed particular subjects to study this subject. Students need an interest in the hospitality industry and be willing to cater at various functions to succeed in this subject. Due to the nature of this subject, students will be required to attend excursions to various locations in Mackay. A minimal cost may be charged for transport depending on the location of the excursion. Work Experience can form an important and valuable part of this subject. It is expected that students display appropriate behaviour at all times, are responsible for themselves and others, outcome focused and have the ability to work both in groups and independently. **It is MANDATORY for students to have black shoes, and black dress trousers or skirt for functions. Footwear must be closed in shoes with Leather upper material, recommended for a kitchen.**
Possible Career Pathway	A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.
Course Outline	The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts. Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.
Objectives	By the conclusion of the course of study, students should: • demonstrate practices, skills and processes • interpret briefs • select practices, skills and procedures • sequence processes • evaluate skills, procedures and products • adapt production plans, techniques and procedures.
Structure	The Hospitality Practices course is a four-unit course of study: • Culinary trends • Casual dining • Bar and barista basics • Formal dining

<table>
<tr><th colspan="3">HOSPITALITY PRACTICES Applied</th></tr>
<tr><td rowspan="2">Assessment
Unit 1 and 2</td><td colspan="2">For Hospitality Practices, assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4, and receive feedback on their progress through the course.</td></tr>
<tr><td>Unit 1</td><td>Unit 2</td></tr>
<tr><td></td><td>Formative Assessment 1
• Practical Demonstration
○ Practical demonstration – menu item
○ Planning and evaluation – multimodal – at least 2 of the following:
▪ Up to 5 minutes
▪ 8 A4 pages
▪ Equivalent digital media

Formative Assessment 2
• Project
○ Practical demonstration – delivery of event
○ Planning and evaluation – multimodal – at least 2 of the following:
▪ Up to 5 minutes
▪ 8 A4 pages
▪ Equivalent digital media</td><td>Formative Assessment 3
• Practical Demonstration
○ Practical demonstration – menu item
○ Planning and evaluation – multimodal – at least 2 of the following:
▪ Up to 5 minutes
▪ 8 A4 pages
▪ Equivalent digital media

Formative Assessment 4
• Project
○ Practical demonstration – delivery of event
○ Planning and evaluation – multimodal – at least 2 of the following:
▪ Up to 5 minutes
▪ 8 A4 pages
▪ Equivalent digital media</td></tr>
<tr><td rowspan="2">Assessment
Unit 3 and 4</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Summative Assessment 1
• Practical Demonstration
○ Practical demonstration – menu item
○ Planning and evaluation – multimodal – at least 2 of the following:
▪ Up to 5 minutes
▪ 8 A4 pages
▪ Equivalent digital media

Summative Assessment 2
• Project
○ Practical demonstration – delivery of event
○ Planning and evaluation – multimodal – at least 2 of the following:
▪ Up to 5 minutes
▪ 8 A4 pages
▪ Equivalent digital media</td><td>Summative Assessment 3
• Practical Demonstration
○ Practical demonstration – menu item
○ Planning and evaluation – multimodal – at least 2 of the following:
▪ Up to 5 minutes
▪ 8 A4 pages
▪ Equivalent digital media

Summative Assessment 4
• Project
○ Practical demonstration – delivery of event
○ Planning and evaluation – multimodal – at least 2 of the following:
▪ Up to 5 minutes
▪ 8 A4 pages
▪ Equivalent digital media</td></tr>
</table>

INFORMATION & COMMUNICATION TECHNOLOGY	Applied

This subject contributes towards an ATAR?	YES	NO
		✓

This subject includes a fee?	YES	NO
	✓	

Prerequisite	The students should have a keen interest in the digital environment. A Sound Achievement or better in Mathematics and Digital Technology in Year 10 is preferred but not required. **It is MANDATORY that students are a part of the BYOx program.**
Possible Career Pathway	A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.
Course Outline	Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, is it important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world. Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.
Objectives	By the conclusion of the course of study, students will: • **demonstrate Practices, skills and processes** Students identify and reproduce fundamental industry skills in ICT tasks related to enterprises, workplace health and safety, ethical use, security, product quality and hardware and software tools. • **interpret client briefs and technical information** Students use knowledge of industry practices and processes to determine the purpose of ICT products, including product specifications and features. • **select practices and processes** Knowledge and skills relate to enterprises, workplace health and safety, ethical use, security, product quality and hardware and software tools. • **sequence processes** Students decide on the combination and order of processes to develop ICT products. Students consider specifications, hardware and software requirements, ethical use, security, and safety of users to sequence processes to industry standards. • **evaluate processes and products** Students examine selected processes to determine their merit, value, or significance in relation to product specifications. They appraise products by testing effectiveness and suitability, assessing strengths, implications and limitations using specifications and industry standards. • **adapt processes and products** Students modify and improve processes and products based on identified strengths, implications and limitations, including amendments to hardware and software, product elements and components to improve alignment with client briefs, conventions and standards required in an industry-specific ICT task.

<table>
<tr><th colspan="3">INFORMATION & COMMUNICATION TECHNOLOGY Applied</th></tr>
<tr><td rowspan="2">Assessment
Unit 1 and 2</td><td colspan="2">For Information and Communication Technology, assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course.</td></tr>
<tr><td>Unit 1 – Web Development</td><td>Unit 2 - Robotics</td></tr>
<tr><td>Formative Assessment 1
Product Proposal
Individual
Multimodal
3 minutes
6 A4 pages or equivalent digital media
Formative Assessment 2
Project
Group
Multimodal
5 minutes
8 A4 Pages or equivalent digital media (incl. High Fidelity Web Application)</td><td>Formative Assessment 3
Product Proposal
Individual Task
Multimodal: 3 minutes
6 A4 pages
Formative Assessment 4
Project
Group
Multimodal
5 minutes
8 A4 Pages (incl. High Fidelity Robot/Drone product)</td></tr>
<tr><td rowspan="2">Assessment
Unit 3 and 4</td><td>Unit 3 – App Development</td><td>Unit 4 – Layout and Publishing</td></tr>
<tr><td>Summative Assessment 5
Product Proposal
Individual
Multimodal
3 minutes
6 A4 pages or equivalent
Summative Assessment 6
Project
Group
Multimodal
5 minutes
8 A4 Pages or equivalent digital media (incl. High Fidelity App prototype)</td><td>Summative Assessment 7
Product Proposal
Individual
3 minutes
6 A4 pages or equivalent digital media
Summative Assessment 8
Project
Group
Multimodal
5 minutes
8 A4 pages or equivalent digital media (incl. High Fidelity Layout and Publishing prototype)</td></tr>
</table>

MEDIA ARTS IN PRACTICE	Applied

This subject contributes towards an ATAR?	YES	NO
		✓

This subject includes a fee?	YES	NO
	✓	

Prerequisite	A sound achievement (C) in Year 9 or 10 Media Arts is recommended. **It is MANDATORY students be part of the BYOx Program to study this course.**
Possible Career Pathway	A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.
Course Outline	Media arts refer to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices. Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work. When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' artmaking. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.
Objectives	By the conclusion of the course of study, students should: • use media arts practices • plan media artworks • communicate ideas • evaluate media artworks
Structure	The Visual Arts in Practice is a four-unit course. These units may be delivered in any order: • Personal viewpoint • Representations • Community • Persuasion

<table>
<tr><th colspan="3">MEDIA ARTS IN PRACTICE Applied</th></tr>
<tr><td>Units</td><td colspan="2">For Media Arts in Practice, assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course.</td></tr>
<tr><td rowspan="2">Unit 1 and 2</td><td>Personal Viewpoint</td><td>Representations</td></tr>
<tr><td>Students explore the relationship between media arts and the development of their own and others' social values, attitudes and beliefs. They respond to a societal issue of choice, using media language to express a personalized viewpoint.</td><td>Students explore the concept of representation in media artworks. They respond to the ways that media artworks can alter, question or add to representations of reality, using media language to make a representation for social media or gaming platforms.</td></tr>
<tr><td rowspan="2">Unit 3 and 4</td><td>Community</td><td>Persuasion</td></tr>
<tr><td>Students explore the concept of community and the ways that media arts can celebrate, advocate for and/or inform audiences. They respond to a selected community, using media language to celebrate or advocate for community and/or inform audiences</td><td>Students explore the concept of persuasion in media artworks. They identify marketing styles or trends in the media industry and use persuasive media language to pitch a media artwork for a client or target audience.</td></tr>
<tr><td>Assessment</td><td colspan="2">Two assessments are completed for each unit and are as follows:

Assessment 1
• Project –
○ Design product must represent:
▪ Audio: up to 3 minutes
▪ Moving image: up to 3 minutes
▪ Still image: up to 4 media artwork/s
○ Planning and evaluation of design product - one of the following:
▪ Multimodal - at least two of the following:
• up to 5 minutes
• 8 A4 pages
• equivalent digital media
▪ Written: up to 600 words
▪ Spoken: up to 4 minutes, or signed equivalent

Assessment 2
• Media Artwork – one of the following:
○ Audio: up to 3 minutes
○ Moving image: up to 3 minutes
○ Still image: up to 4 media artwork/s</td></tr>
</table>

<table>
<tr><th colspan="2">FASHION</th><th colspan="2">Applied</th></tr>
<tr><td colspan="2" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td></td><td>✓</td></tr>
<tr><td colspan="2" rowspan="2">This subject includes a fee?</td><td>YES</td><td>NO</td></tr>
<tr><td>✓</td><td></td></tr>
<tr><td>Prerequisite</td><td colspan="3">A sound achievement (C) in Year 9 or 10 Fashion is recommended.
It is MANDATORY students be part of the BYOx Program to study this course.</td></tr>
<tr><td>Possible Career Pathway</td><td colspan="3">Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, and retail.</td></tr>
<tr><td>Course Outline</td><td colspan="3">Fashion is a significant part of life – every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic esoteric.

In fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas, they design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes on fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.</td></tr>
<tr><td>Objectives</td><td colspan="3">By the conclusion of the course of study, students should:
Demonstrate practices, skills and processes
Interpret briefs
Select practices, skills and procedures
Sequence processes
Evaluate skills, procedures and products
Adapt production plans, techniques and procedures</td></tr>
<tr><td>Structure</td><td colspan="3">Fashion is a four-unit course. These units may be delivered in any order:
Historical fashion influences
Slow fashion
Industry trends
Adornment</td></tr>
<tr><td rowspan="2">Assessment 1 & 2</td><td>Unit 1</td><td colspan="2">Unit 2</td></tr>
<tr><td>Formative Assessment 1

Practical demonstration

- Inspiration board, including contemporary fashion drawings multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Formative Assessment 2

Project

- Produce fashion garments</td><td colspan="2">Formative Assessment 3

Project
Produce fashion garments
Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages or equivalent digital media
Formative Assessment 4

Practical demonstration
Awareness campaign that uses technology</td></tr>
</table>

	- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages or equivalent digital media	- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages or equivalent digital media
Assessment 3 & 4	Unit 3	Unit 4
	Summative Assessment 1 Project - Produce fashion garments - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages or equivalent digital media **Summative Assessment 2** Practical demonstration - Marketing campaign - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages or equivalent digital media	**Summative assessment 3** Project - Produce Adornment items - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages or equivalent digital media **Summative Assessment 4** Practical Demonstration - Inspirational board, including fashion drawings with the relationship between the collection of the selected designer and adornment items annotated - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages or equivalent digital media

MUSIC IN PRACTICE	Applied	
This subject contributes towards an ATAR?	**YES**	**NO**
		✓
This subject includes a fee?	**YES**	**NO**
	✓	

Prerequisite	A passion for music with some skills in performance on any instrument, including singing.
Possible Career Pathway	A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.
Course Outline	Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance. The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts. **In Music in Practice**, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences. Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.
Objectives	By the conclusion of the course of study, students should: • use music practices • plan music works • communicate ideas • evaluate music works
Structure	Music in Practice is a four-unit course of study. These units may be delivered in any order: • Music of today • The cutting edge • Building your brand • 'Live' on stage!

<table>
<tr><th colspan="3">MUSIC IN PRACTICE — Applied</th></tr>
<tr><td rowspan="2">Assessment Unit 1 and 2</td><td colspan="2">For Music in Practice, assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 and receive feedback on their progress through the course.</td></tr>
<tr><td>Music of Today</td><td>The Cutting Edge</td></tr>
<tr><td></td><td>Assessment 1
• Project – Music of today
○ Composition – up to 3 minutes, or equivalent section of larger work
○ Planning and evaluation of composition – one of the following:
▪ Multimodal - at least two of the following:
• up to 5 minutes
• 8 A4 pages
• equivalent digital media
▪ Written: up to 600 words
▪ Spoken: up to 4 minutes, or signed equivalent

Assessment 2
• Performance – Music of today
○ Performance – live or recorded – up to 4 minutes</td><td>Assessment 1
• Project – The cutting edge
○ Performance – live or recorded - up to 4 minutes
○ Planning and evaluation of performance – one of the following:
▪ Multimodal - at least two of the following:
• up to 5 minutes
• 8 A4 pages
• equivalent digital media
▪ Written: up to 600 words
▪ Spoken: up to 4 minutes, or signed equivalent

Assessment 2
• Composition – Music of today
○ Composition – up to 3 minutes, or equivalent of a larger work</td></tr>
<tr><td rowspan="2">Assessment Unit 3 and 4</td><td>Building your Brand</td><td>‘Live’ on Stage!</td></tr>
<tr><td>Assessment 1
• Project – Building your brand
○ Performance – live or recorded - up to 4 minutes
○ Planning and evaluation of performance – one of the following:
▪ Multimodal - at least two of the following:
• up to 5 minutes
• 8 A4 pages
• equivalent digital media
▪ Written: up to 600 words
▪ Spoken: up to 4 minutes, or signed equivalent

Assessment 2
• Composition – Building your brand
○ Composition – up to 3 minutes, or equivalent of a larger work</td><td>Assessment 1
• Project – ‘Live’ on Stage
○ Composition – up to 3 minutes, or equivalent section of larger work
○ Planning and evaluation of composition – one of the following:
▪ Multimodal - at least two of the following:
• up to 5 minutes
• 8 A4 pages
• equivalent digital media
▪ Written: up to 600 words
▪ Spoken: up to 4 minutes, or signed equivalent

Assessment 2
• Performance – ‘Live’ on stage
○ Performance – live or recorded – up to 4 minutes</td></tr>
</table>

<table>
<tr><th colspan="2">FURNISHING SKILLS</th><th>Applied</th></tr>
<tr><td colspan="2" rowspan="2">This subject contributes towards an ATAR?</td><td>YES</td><td>NO</td></tr>
<tr><td></td><td>✓</td></tr>
<tr><td colspan="2" rowspan="2">This subject includes a fee?</td><td>YES</td><td>NO</td></tr>
<tr><td>✓</td><td></td></tr>
<tr><td>Possible Career Pathway</td><td colspan="3">Furnishing Skills prepares students for employment and further training in areas such as:
- Cabinet making
- Carpentry and joinery
- Shopfitting
- Furniture finishing
- Construction and interior Fit-out
- Apprenticeships or TAFE courses in furnishing and building trades</td></tr>
<tr><td>Course Outline</td><td colspan="3">Furnishing Skills focuses on developing practical skills in the design and production of timber furnishings. Students learn how to safely plan, construct, and evaluate projects using hard and power tools, materials, and machinery commonly used in the industry.

Across the course, students undertake real-world projects such as furniture pieces or household items that simulate trade-based tasks. They gain hands-on experience in measuring, marketing, cutting, joining, assembling, and finishing timber products. The subject emphasises accuracy, efficiency, safety, and quality of workmanship.

Students also learn to interpret plans, manage time and materials, and reflect on their processes to improve their outcomes. The course is ideal for students interested in trade-based careers or practical, hands-on learning.</td></tr>
<tr><td>Objectives</td><td colspan="3">By the conclusion of the course of study, students should:
• Interpret drawings, specifications, and job sheets
• Safely use a range of tools and machinery
• Plan, construct, and finish furnishing projects
• Apply workplace health and safety procedures
• Work independently and in teams
• Reflect on and evaluate their own work</td></tr>
<tr><td>Structure</td><td colspan="3">Course Structure

Units are selected from the QCAA Furnishing Skills syllabus and follow a trade-focused progression:

Unit Title Focus
Unit 1 Furniture-making Timber Construction, traditional joinery, shaping and finishing
Unit 2 Cabinet-Making Box construction, storage items, working with manufactured board
Unit 3 Interior Furnishing Framing, glazing, upholstery, and decorative finishes
Unit 4 Domestic Furniture Industry Batch and job production, custom builds, and production planning</td></tr>
<tr><td>Assessment Overview</td><td colspan="3">Students complete a practical demonstrations and project for each unit. Each assessment includes both hands-on production and a multimodal or written folio.

Assessment type Description
Practical demonstration Complete selected furniture tasks using 3-5 processes, plus a multimodal (written, 6 pages)

Project Design and construct a product using 5-7 processes, plus a multimodal (written 8 pages)</td></tr>
</table>

INDUSTRIAL GRAPHIC SKILLS	Applied	
This subject contributes towards an ATAR?	**YES**	**NO**
		✓
This subject includes a fee?	**YES**	**NO**
	✓	

Possible Career Pathway	This subject supports pathways into careers such as: - Draftsperson (Building, Civil, or Mechanical) - CAD Operator - Architecture or Interior Design Assistant - Surveying or Engineering Technician - Manufacturing and construction trades - TAFE and Apprenticeships in Design, Drafting, or Engineering
Course Outline	Industrial Graphics Skills focuses on the practical application of design, drawing, and graphical communication used in manufacturing and construction industries. Students learn to produce technical drawings using both manual techniques and computer-aided design (CAD) software. Throughout the course, students develop visual literacy and spatial reasoning skills while following industry standards. They respond to design briefs, interpret specifications, and produce detailed working drawings used in real-world production processes. Projects often reflect tasks from industries such as building, engineering, cabinetmaking, or landscaping. This subject provides a solid foundation for trade-related pathways by fostering problem-solving, attention to detail, and applied digital skills in a hands-on, industry relevant environment.
Objectives	By the conclusion of the course of study, students should: • Interpret industry drawings and technical information • Create 2D and 3D working drawings by hand and with CAD • Follow standards for dimensioning, annotation, and layout • Apply workplace health and safety in drafting and modelling tasks • Solve practical design problems through graphical means • Evaluate drawings for accuracy, purpose, and clarity
Structure	Course Structure Units are selected from the QCAA Furnishing Skills syllabus and follow a trade-focused progression: **Unit** **Title** **Focus** Unit 1 Engineering and building drafting Orthographic drawings, 3D models, site plans Unit 2 Cabinetmaking and furniture design Kitchen layout, flat-pack furniture plans Unit 3 Advanced CAD and rendering Exploded views, assembling, render presentations Unit 4 Working drawings for Production Construction set with symbols and notations
Assessment Overview	**Assessment type** **Description** Practical demonstration Skills-based CAD and drawing activities Project Respond to a brief with full set of drawings and folio Folio/ Written Task Evaluate drawings, explain processes, and document intent

SCIENCE IN PRACTICE		Applied
This subject contributes towards an ATAR?	**YES**	**NO**
		✓
This subject includes a fee?	**YES**	**NO**
		✓
Prerequisite	Students do not have to have completed Year 10 Science. This subject is open to any student that wants to do a Science subject in Year 11 but doesn't want to complete the more difficult General Level options. Science in Practice does require a significant amount of reading and research, and should only be attempted by students who are prepared to put in a continuous, genuine effort. There are a number of assignments and students with a poor history of assignment completion would be advised to consider another subject. Also, there will be a number of possible field trips which form part of the assessment and must be attended.	
Possible Career Pathway	A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.	
Course Outline	Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice involves creative and critical thinking; systematically accessing, capturing and analyzing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data. Science in Practice students apply scientific knowledge and skills in situations to produce practical outcomes. Students build their understanding of expectations for work in scientific settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities. By studying Science in Practice, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximize understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication. Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical scientific situations.	
Objectives	By the conclusion of the course of study, students should: • describe ideas and phenomena • execute procedures • analyse information • interpret information • evaluate conclusions and outcomes • plan investigations and projects	
Structure	The Science in Practice course is designed around four units: • Transport • Disease • Consumer Science • Forensic Science	

<table>
<tr><th colspan="3">SCIENCE IN PRACTICE — Applied</th></tr>
<tr><td rowspan="3">Assessment
Unit 1 and 2</td><td colspan="2">For Science in Practice assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4, and receive feedback on their progress through the course.</td></tr>
<tr><td>Unit 1 – Transport Science</td><td>Unit 2 - Disease</td></tr>
<tr><td>Formative Assessment
• Applied Investigation
○ Multimodal up to 7 minutes, 10 x A4 pages and written up to 1000 words

Formative Assessment
• Practical Project
○ Multimodal up to 5 minutes, 8 x A4 pages or equivalent digital media
○ Product <u>or</u> performance (up to 4 minutes)</td><td>Formative Assessment
• Applied Investigation
○ Multimodal up to 7 minutes, 10 x A4 pages and written up to 1000 words

Formative Assessment
• Practical Project
○ Multimodal up to 5 minutes, 8 x A4 pages or equivalent digital media
○ Product <u>or</u> performance (up to 4 minutes)</td></tr>
<tr><td rowspan="2">Assessment
Unit 3 and 4</td><td>Unit 3 – Consumer Service</td><td>Unit 4 – Forensic Science</td></tr>
<tr><td>Summative Assessment
• Applied Investigation
○ Multimodal up to 7 minutes, 10 x A4 pages and written up to 1000 words

Summative Assessment
• Practical Project
○ Multimodal up to 5 minutes, 8 x A4 pages or equivalent digital media
○ Product <u>or</u> performance (up to 4 minutes)</td><td>Summative Assessment
• Applied Investigation
○ Multimodal up to 7 minutes, 10 x A4 pages and written up to 1000 words

Summative Assessment
• Practical Project
○ Multimodal up to 5 minutes, 8 x A4 pages or equivalent digital media
○ Product <u>or</u> performance (up to 4 minutes)</td></tr>
</table>

SPORT AND RECREATION		Applied
This subject contributes towards an ATAR?	**YES**	**NO**
		✓
This subject includes a fee?	**YES**	**NO**
	✓	
Prerequisite	Students undertaking this course must have a genuine interest in sport and the recreation industry. They must also be willing to participate in a variety of practical activities and complete theoretical tasks. It is recommended that students have achieved at least a **sound achievement in Year 10 Physical Education or Academy Sport Class.** It is also recommended that satisfactory participation and attitude have been reflected throughout Year 10 sports classes. Students must display a **commitment towards both theory and practical components** to achieve in this subject.	
Possible Career Pathway	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.	
Course Outline	Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing. Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives. Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community. Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills. Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.	
Objectives	By the conclusion of the course of study, students should: • investigate activities and strategies to enhance outcomes • plan activities and strategies to enhance outcomes • perform activities and strategies to enhance outcomes • evaluate activities and strategies to enhance outcomes.	
Structure	Sport & Recreation is a four-unit course of study: • Emerging trends in sport, fitness and recreation • Optimising performance • Coaching and officiating • Fitness for sport and recreation	

SPORT AND RECREATION — Applied

Assessment Unit 1 and 2

For Sport and Recreation, assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4, and receive feedback on their progress through the course.

Unit 1

Formative Assessment 1 - Performance

- Up to 4 minutes
- Investigation, plan and evaluation **–** in one of the following:
  - Multimodal – using two of the following:
    - Up to 3 minutes
    - 6 A4 pages
    - Equivalent digital media
  - Spoken - up to 3 minutes or signed equivalent
  - Written - up to 500 words

Formative Assessment 2 - Project

- Investigation & session plan – one of the following:
  - Multimodal – using two of the following:
    - 3 minutes
    - 6 A4 pages
    - Equivalent digital media
  - Spoken - up to 3 minutes or signed equivalent
  - Written - up to 500 words
- Performance
  - Up to 4 minutes
- Evaluation – one of the following:
  - Multimodal – using two of the following:
    - 3 minutes
    - 6 A4 pages
    - Equivalent digital media
  - Spoken - up to 3 minutes or signed equivalent
  - Written - up to 500 words

Unit 2

Formative Assessment 3 - Performance

- Up to 4 minutes
- Investigation, plan and evaluation **-** in one of the following:
  - Multimodal – using two of the following:
    - 3 minutes
    - 6 A4 pages
    - Equivalent digital media
  - Spoken - up to 3 minutes or signed equivalent
  - Written - up to 500 words

Formative Assessment 4- Project

- Investigation & session plan – one of the following:
  - Multimodal – using two of the following:
    - Up to 3 minutes
    - 6 A4 pages
    - Equivalent digital media
  - Spoken - up to 3 minutes or signed equivalent
  - Written - up to 500 words
- Performance
  - Up to 4 minutes
- Evaluation – one of the following:
  - Multimodal – using two of the following:
    - 3 minutes
    - 6 A4 pages
    - Equivalent digital media
  - Spoken - up to 3 minutes or signed equivalent
  - Written - up to 500 words

SPORT AND RECREATION		Applied
	Unit 3	**Unit 4**

	Summative Assessment 5
	• Project - investigation & session plan – one of the following:
	  ○ Multimodal – using two of the following:
	  • 3 minutes
	  • 6 A4 pages
	  • Equivalent digital media
	  ○ Spoken - up to 3 minutes or signed equivalent
	  ○ Written - up to 500 words
	• Performance
	  ○ Up to 4 minutes
	• Evaluation – one of the following:
	  ○ Multimodal – using two of the following:
	  • 3 minutes
	  • 6 A4 pages
	  • Equivalent digital media
	  ○ Spoken - up to 3 minutes or signed equivalent
	  ○ Written - up to 500 words
	
	Summative Assessment 6
	• Performance
	  ○ Up to 4 minutes
	• Investigation, plan and evaluation **-** in one of the following:
	  ○ Multimodal – using two of the following:
	  • 3 minutes
	  • 6 A4 pages
	  • Equivalent digital media
	  ○ Spoken - up to 3 minutes or signed equivalent
	  ○ Written - up to 500 words
		Summative Assessment 7
		• Project - investigation & session plan – one of the following:
		  ○ Multimodal – using two of the following:
		  • 3 minutes
		  • 6 A4 pages
		  • Equivalent digital media
		  ○ Spoken - up to 3 minutes or signed equivalent
		  ○ Written - up to 500 words
		• Performance
		  ○ Up to 4 minutes
		• Evaluation – one of the following:
		  ○ Multimodal – using two of the following:
		  • 3 minutes
		  • 6 A4 pages
		  • Equivalent digital media
		  ○ Spoken - up to 3 minutes or signed equivalent
		  ○ Written - up to 500 words
		
		Summative Assessment 8
		• Performance
		  ○ Up to 4 minutes
		• Investigation, plan and evaluation **-** in one of the following:
		  ○ Multimodal – using two of the following:
		  • 3 minutes
		  • 6 A4 pages
		  • Equivalent digital media
		  ○ Spoken - up to 3 minutes or signed equivalent
		  ○ Written - up to 500 words

TOURISM	Applied	
This subject contributes towards an ATAR?	**YES**	**NO**
		✓
This subject includes a fee?	**YES**	**NO**
		✓

Prerequisite	**It is highly recommended that students be part of the BYOx Program to support their learning in the course.**
Possible Career Pathway	A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.
Course Outline	Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services. Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts. Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.
Objectives	By the conclusion of the course of study, students should: • explain tourism principles, concepts and practices • examine tourism data and information • apply tourism knowledge • communicate responses • evaluate projects
Structure	Tourism is a four-unit course of study: • Tourism and travel • Tourism marketing • Tourism trends and patterns • Tourism industry and careers

<table>
<tr><th colspan="3">TOURISM Applied</th></tr>
<tr><td rowspan="2">Assessment
Unit 1 and 2</td><td colspan="2">For Tourism, assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4, and receive feedback on their progress through the course.</td></tr>
<tr><td>Unit 1</td><td>Unit 2</td></tr>
<tr><td></td><td>Formative Assessment
• Investigation
○ Spoken: up to 7 minutes, or signed equivalent

Formative Assessment
• Project – Traveler Information Package
○ Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 x A4 pages or equivalent digital media
○ Evaluation – Written: up to 500 words</td><td>Formative Assessment
• Investigation
○ Written Response: up to 1000 words

Formative Assessment
• Project – Tourism Promotion
○ Spoken: up to 3 minutes, or signed equivalent
○ Evaluation – Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 x A4 pages, or equivalent digital media</td></tr>
<tr><td rowspan="2">Assessment
Unit 3 and 4</td><td>Unit 3</td><td>Unit 4</td></tr>
<tr><td>Summative Assessment
• Investigation – Tourism trends
○ Written: up to 1000 words

Summative Assessment
• Project
○ Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 x A4 pages, or equivalent digital media
○ Evaluation – Spoken: up to 3 minutes, or signed equivalent</td><td>Summative Assessment
• Investigation – Value of the Tourism Industry
○ Spoken: up to 7 minutes, or signed equivalent

Summative Assessment
• Project – Careers in Tourism
○ Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 x A4 pages, or equivalent digital media
○ Evaluation – Written: Up to 500 words</td></tr>
</table>

VISUAL ARTS IN PRACTICE	Applied

This subject contributes towards an ATAR?	YES	NO
		✓

This subject includes a fee?	YES	NO
	✓	

Prerequisite	A sound achievement (C) in Year 9 or 10 Art is recommended. **It is ESSENTIAL for students to be part of the BYOx Program to study this course.**
Possible Career Pathway	A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.
Course Outline	In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working. When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' artmaking. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.
Objectives	By the conclusion of the course of study, students should: • use visual arts practices • plan artworks • communicate ideas • evaluate artworks
Structure	The Visual Arts in Practice is a four-unit course of study. These units may be delivered in any order: • Looking inwards (self) • Looking outwards (others) • Clients • Transform and extend

VISUAL ARTS IN PRACTICE — Applied

Assessment Unit 1 and 2

For Visual Arts in Practice, assessment from Units 1 and 2 provide students with opportunities to become familiar with the assessment techniques, that will be used in Units 3 and 4, and receive feedback on their progress through the course.

Clients

Assessment 1

- Project – Clients
  - Design proposal
    - multimodal - at least two of the following:
      - 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 experimental folio – one of the following:
    - Multimodal - at least two of the following:
      - up to 5 minutes
      - 8 A4 pages
      - equivalent digital media
    - Written: up to 600 words
    - Spoken: up to 4 minutes, or signed equivalent

Assessment 2

- Resolved artwork – Clients – one of the following:
  - 2D, 3D, Digital (static): up to 4 artworks
  - Time-based: up to 3 minutes

Transform and extend

Assessment 1

- Project – Transform and extend
  - Folio of stylistic experiments – up to 8 experimental artworks:
    - 2D, 3D, Digital (static), and/or
    - Time-based (up to 30 sec)
  - Planning and evaluation of stylistic experiments – one of the following:
    - Multimodal - at least two of the following:
      - up to 5 minutes
      - 8 A4 pages
      - equivalent digital media
    - Written: up to 600 words
    - Spoken: up to 4 minutes, or signed equivalent

Assessment 2

- Resolved artwork – Transform and extend – one of the following:
  - 2D, 3D, Digital (static): up to 4 artworks
  - Time-based: up to 3 minutes

Assessment Unit 3 and 4

Looking Outwards

Assessment 1

- Project – Looking outwards (others)
  - Prototype artwork – one of the following:
    - 2D, 3D, Digital (static): up to 4 artworks
    - Time-based: up to 3 minutes
  - Planning and evaluation of prototype artwork – one of the following:
    - Multimodal - at least two of the following:
      - up to 5 minutes
      - 8 A4 pages
      - equivalent digital media
    - Written: up to 600 words
    - Spoken: up to 4 minutes, or signed equivalent

Assessment 2

- Resolved artwork – Looking outwards (others) – one of the following:
  - 2D, 3D, Digital (static): up to 4 artworks
  - Time-based: up to 3 minutes

Looking Inwards

Assessment 1

- Project – Looking inwards (self)
  - Experimental folio – up to 8 experimental artworks:
    - 2D, 3D, Digital (static), and/or
    - Time-based (up to 30 sec)
  - Planning and evaluation of experimental folio – one of the following:
    - Multimodal - at least two of the following:
      - up to 5 minutes
      - 8 A4 pages
      - equivalent digital media
    - Written: up to 600 words
    - Spoken: up to 4 minutes, or signed equivalent

Assessment 2

- Resolved artwork – Looking inwards (self) – one of the following:
  - 2D, 3D, Digital (static): up to 4 artworks
  - Time-based: up to 3 minutes

SCHOOL SUBJECTS

SPORTING EXCELLENCE ACADEMY	Applied	
This subject contributes towards an ATAR?	**YES**	**NO**
		✓
This subject includes a fee?	**YES**	**NO**
	✓	
Prerequisite	Students need to have been in their relevant Sporting Academy in Year 10 or applied using the Sporting Academy application.	
Sporting Specialisation	Football, Netball, Rugby League, Volleyball and Basketball	
Possible Career Pathway	Students will leave with necessary coaching, umpiring/referring accreditations for their sports. Students strive to produce young people who can make a positive contribution to their communities, who are of strong character and are dynamic role models and leaders whether they pursue professional sporting careers or at community level.	
Structure	• Students have one timetabled lesson per week (skills, drills, game structure & gym) • Students will need to attend trainings and games outside of school hours • Students will need to attend all academy events (ANZAC day parade etc.)	

FUTURE PATHWAYS PROGRAM (FPP)	Applied	
This subject contributes towards an ATAR?	**YES**	**NO**
		✓
This subject includes a fee?	**YES**	**NO**
		✓

Course Outline/ Structure/ Objective	During Year 11 and 12 the school will deliver health and wellbeing education along with of the school's pastoral care and transition programs, including learning from:
	• the Learning and Wellbeing Framework
	• Health and wellbeing education programs:
	  ○ Alcohol and other drugs education
	  ○ Respectful relationships education
	• CPR for Life in schools
	• The Resilience Project
	• QCAA Learning account requirements and access
	• Positive Behaviour for Learning (PBL)
	• Senior Education and Training (SET and ECP) planning procedures
	• Year 13 – managing the 'Next Step'	

VOCATIONAL EDUCATION AND TRAINING (VET) SUBJECTS
(only one Certificate III course may be used in the calculation of an ATAR)

- Certificate III in Business
- Certificate III in Fitness
- Certificate III in Health Services Assistance
- Certificate III in Laboratory Skills / Certificate II in Sampling and Measurement

Mackay Engineering College Courses

- Certificate II in Automotive Vocational Preparation
- Certificate II in Electrotechnology (Career Start)
- Certificate II in Engineering Pathways

CERTIFICATE III IN BUSINESS (BSB30120) VET

Binnacle Training
RTO Code: 31319
https://www.binnacletraining.com.au/

This subject includes a fee?	**YES**	**NO**
	$395.00 per person	

Prerequisite	Students do not need to have completed any particular subjects or require any other skills to enrol in this qualification. However, they must have a passion for and/or interest in pursuing a career business administration. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in scenario activity sessions. A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment to ensure students have the capacity to effectively engage with the content. **It is MANDATORY students be part of the BYOx Program to study this course. Students MUST pay the full subject fee with their subject selection form to be considered for a place in this course.**
Possible Career Pathway	The Certificate III in Business: Certificate will predominantly be used by students seeking to enter either: • Pathways into a CERTIFICATE IV / DIPLOMA • Successful completion of the Certificate III in Business may contribute towards a student' Australian Tertiary Admission Rank (ATAR)
Course Information	The program will be delivered through class-based tasks as well as both simulated and real business environments at the school – involving the delivery of a range of projects and services within the school community. Graduates will be competent in a range of essential business skills including; customer service, personal and team effectiveness, critical thinking, business technology and documents, sourcing and presenting information, workplace health and safety, social and cultural sensitivity and participating in sustainable work practices. This program also includes the following: • Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project – Binnacle Boss At enrolment, each student will be required to create (or simply supply if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia.
Assessment	Program delivery will be a combination of classroom and project-based learning, online learning (self-study) and practical work-related experience **Delivery Format:** 2-Year Format **Timetable Requirements**: 1-Timetable Line **Units of Competency:** 13 (6 Core Units, 7 Elective Units) (plus 2 Optional Additional Units*) **Suitable Year Level(s):** Year 11 and 12 **Study Mode:** Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience **QCE Outcome:** Maximum 8 QCE Credits

CERTIFICATE III IN BUSINESS (BSB30120) VET

Units of Competency

CODE	DESCRIPTION	CORE/ ELECTIVE
BSBPEF201	Support personal wellbeing in the workplace	Core
BSBWHS311	Assist with maintaining workplace safety	Core
BSBSUS211	Participate in sustainable work practices	Core
BSBTWK301	Use inclusive work practices	Core
BSBXCM301	Engage in workplace communication	Core
BSBWRT311	Write simple documents	Elective
BSBPEF301	Organise personal work priorities	Elective
BSBTEC203	Research using the internet	Elective
BSBTEC201	Use business software applications	Elective
BSBXTW301	Work in a team	Elective
BSBCRT311	Apply critical thinking skills in a team environment	Elective
BSBTEC301	Design and produce business documents	Elective
FNSFLT311	Develop and apply knowledge of personal finances	

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

Topics of Study

Course Schedule – Year 1	Course Schedule – Year 2
TERM 1 TOPICS › Introduction to the Business Services Industry › Introduction to Entrepreneurship and Business › Introduction to Personal Finances › Introduction to Tourism **TERM 2** TOPICS › Research Topics and Create a Group Presentation **TERM 3** TOPICS › Workplace Health and Safety › Sustainable Work Practices **TERM 4** TOPICS › Develop and Apply Knowledge of Personal Finances	**TERM 5** TOPICS › Inclusive Work Practices › Engage in Workplace Communication **TERM 6** TOPICS › Work in a Team › Critical Thinking Skills **TERM 7** TOPICS › Designing and Producing Business Documents › Producing Simple Documents ***Finalisation of qualification:***

IMPORTANT

Program Disclosure Statement (PDS)

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' (i.e. the delivery of training and assessment services).

To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select 'RTO Files'.

CERTIFICATE III IN FITNESS (SIS30321) VET

Binnacle Training
RTO Code: 31319
https://www.binnacletraining.com.au/

This subject includes a fee?	YES	NO
	Year 11 only $365(Binnacle Training Course Fee) $55 (First Aid Certificate costs)	

Prerequisite	Students do not need to have completed any particular subjects or require any other skills to enrol in this qualification. However, they 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. A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment to ensure students have the capacity to effectively engage with the content. **It is MANDATORY students be part of the BYOx Program to study this course. Students MUST pay the full subject fee with their subject selection form to be considered for a place in this course.**
Possible Career Pathway	The Certificate III in Fitness will predominantly be used by students seeking to enter either: • the fitness industry as a fitness professional (Group Exercise Instructor or Gym Fitness Instructor) and/or • University via alternate entry requirements. Examples include Exercise Physiologist, Teacher (Physical Education) or Sports Scientist Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar Students may also choose to continue their study by completing the Certificate IV in Fitness.
Course Information	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. ***QCE Credits:*** Successful completion of the Certificate III in Fitness contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE. This program also includes the following: • **First Aid** qualification and **CPR** certificate; *plus,* coaching accreditation. • A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer) at another RTO. At enrolment, each student will be required to create (or simply supply if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia.
Assessment	Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff). A range of teaching/learning strategies will be used to deliver the competencies. These include: • Practical tasks • Hands-on activities involving participants/clients • Group work • Practical experience within the school sporting programs and fitness facility • Logbook of practical experience 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. NOTE: This program involves an 'outside subject' weekly component as follows: • MANDATORY: A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school. • RECOMMENDED: 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school. All other practical experiences have been timetabled within class time. Students will keep a Logbook of these practical experiences (minimum 40 hours).

CERTIFICATE III IN FITNESS (SIS30321)			VET
Units of Competency	**CODE**	**DESCRIPTION**	**CORE/ ELECTIVE**
	BSBOPS304	Deliver and monitor a service to customers	Core
	BSBPEF301	Organise personal work priorities	Core
	HLTAID011	Provide First Aid	Core
	HLTWHS001	Participate in workplace health and safety	Core
	SISFFIT032	Complete pre-exercise screening and service orientation	Core
	SISFFIT033	Complete client fitness assessments	Core
	SISFFIT035	Plan group exercise sessions	Core
	SISFFIT036	Instruct group exercise sessions	Core
	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients	Core
	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise	Core
	SISFFIT052	Provide healthy eating information	Core
	SISXEMR001	Respond to emergency situations	Elective - Listed
	BSBSUS211	Participate in sustainable work practices	Elective - Listed
	SISXIND002	Maintain sport, fitness and recreation industry knowledge	Elective - Imported
	NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.		
	Course Schedule – Year 1		**Course**
Topics of Study	• The Sport, Fitness and Recreation Industry • Developing Coaching Practices • Delivery of Community Fitness Programs • First Aid and CPR Certificate • Anatomy and Physiology – Body Systems, Terminology • Client Screening and Health Assessments • Anatomy and Physiology - Digestive System and Energy Systems Nutrition – Providing Healthy Eating Information	• Plan and Deliver Exercise Programs • Specific Populations – Training Adult and Older Clients, Client Conditions • Mobility Programs • Training Other Specific Population Clients • Group Fitness Programs ***Finalisation of qualification: SIS30321 Certificate III in Fitness***	

	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' (i.e. the delivery of training and assessment services). • *To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select 'RTO Files'.*	
IMPORTANT **Program Disclosure Statement (PDS)**		

CERTIFICATE III IN HEALTH SERVICES ASSISTANCE (HLT33115) — VET

Connect 'n' Grow
RTO Code: 40518
https://www.connectngrow.edu.au/

This subject includes a fee?	YES	NO
	✓ (see below for details)	

Prerequisite	There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Community Services is required to continue into the Certificate III coursework. International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information. This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®. **It is MANDATORY students be part of the BYOx Program to study this course. Students MUST pay the full subject fee with their subject selection form to be considered for a place in this course.**
Possible Career Pathway	Potential options may include: • Various Certificate IV qualifications • Diploma of Nursing • Bachelor Degrees (B.Nursing) • Entry level employment within the health industry Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar
Course Information	Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems, managing personal stress in the workplace and working with diverse people. A range of delivery modes will be used during the teaching and learning of this qualification. These include: • face-to-face training • practicals and scenarios • online learning **QCE Points** - Maximum 8 (up to 4 points for completion of the Certificate II and up to a further 4 points for completion of the Certificate III). The total Fee for Service cost of these courses [Cert II and Cert III] is TBC. Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options. Refer to training.gov.au for specific information about the qualification. At enrolment, each student will be required to create (or simply supply if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia.
Assessment	Assessment is competency based. Assessment techniques include: • observation • folios of work • questionnaires • written and practical tasks

CERTIFICATE III IN HEALTH SERVICES ASSISTANCE (HLT33115)		VET
Course units Year 1 (Certificate II units)		
Units of Competency	**CODE**	**TITLE**
	CHCCOM005	Communicate and work in health or community services*
	HLTWHS001	Participate in workplace health and safety*
	CHCDIV001	Work with diverse people*
	HLTINF006	Apply basic principles and practices of infection prevention and control*
	CHCCCS010	Maintain a high standard of Service*
	HLTHSS011	Maintain stock inventory
	BSBPEF202	Plan and apply time management
	BSBINS201	Process and maintain workplace information
	HLTHSS009	Perform general cleaning tasks in a clinical setting
	HLTWHS005	Conduct manual tasks safely
	BSBOPS203	Deliver a service to customers
	CHCPRP005	Engage with health professionals and the health system*
	*units Credit Transferred from Cert II into the Cert III	
Course units Year 2 (Certificate III units)		
Units of Competency	**CODE**	**TITLE**
	HLTAAP001	Recognise healthy body systems
	BSBMED301	Interpret and apply medical terminology
	BSBWOR301* BSBPEF301	Organise personal work priorities and development Organise personal work priorities
	HLTAID011	Provide First Aid
	HLTAID009	Provide cardiopulmonary resuscitation
	HLTAID010	Provide basic emergency life support
	CHCINM002	Meet community information needs
	CHCCCS009	Facility responsible behaviour
	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
IMPORTANT **Obligation**	Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.	

CERTIFICATE III in LABORATORY SKILLS / CERTIFICATE II in SAMPLING & MEASUREMENT — VET

ABC Training and Consulting
RTO Code: 5800
https://www.abconsulting.edu.au

This subject includes a fee?	YES	NO
	✓ (see below for details)	

Prerequisite	Pass in Science and Mathematics subject in Year 10 – or HOD recommendation
Possible Career Pathway	Successful completion of these two qualifications could lead to employment outcomes in manufacturing, healthcare, mining, agriculture, pharmaceutical, construction, medical and veterinary
Course Information	These courses will teach you the skills and knowledge required to perform a range of sampling and measurements activities as part of laboratory, production or field operations in the construction, manufacturing, food processing, resources and environmental industry sectors. Successful completion of this course will provide students with a nationally recognised qualification and provide credits toward their Queensland Certificate of Education (QCE) Delivers onsite at **Mackay State High School** in Partnership with ABC Training and Consulting (RTO #5800). Refer to training.gov.au for specific information about the qualifications. This is a 12 Month course. Combination of online, class-based tasks and practical components in a laboratory environment at school At enrolment, each student will be required to create (or simply supply if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia.

MSL20122 Certificate II in Sampling and Measurement

QCE Points	Maximum QCE Points = 4 (FOUR)
Fee:	This program is fully funded* by the Qld VET Investment Budget for eligible students. *Pending eligibility check. If a student is not eligible for VETiS funding a Fee for Service charge of $1900 is available which includes the enrolment fee. Eligibility: • Qld secondary school student in Years 10, 11 and 12. • Australian Citizen or permanent resident or New Zealand Citizen. • Have a sound achievement result in Year 10 Maths and English.

MSL30118 Certificate III in Laboratory Skills

QCE Points	Maximum QCE Points = 2 (TWO)
Fee:	This program under a fee for service agreement and charged at a minimum of $100 per unit which includes the enrolment fee

Further information

Obligation	The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification. Students who are deemed competent in all 8 (and additional 5 for Cert III) units of competency will be awarded a Qualification and a record of results by ABC Training & Consulting. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment

CERTIFICATE III in LABORATORY SKILLS / CERTIFICATE II in SAMPLING & MEASUREMENT

	MSL20122 - Certificate II in Sampling and Measurement	
Units of Competency	**Unit Code**	**Title**
	MSL912002	Work within a laboratory or field workplace
	MSL922002	Record and present data
	MSL933008	Perform calibration checks on equipment and assist with its maintenance
	MSL933009	Contribute to the achievement of quality objectives
	MSL943004	Participate in laboratory or field workplace safety
	MSL952003	Collect routine site samples
	MSL972002	Take routine site measurements
	MSMENV272	Participate in environmentally sustainable work practices
	MSL30118 – Certificate III in Laboratory Skills	
	Unit Code	**Title**
	BSBCMM211	Apply communication skills
	MSL913004	Plan and conduct laboratory/field work
	MSL933005	Maintain the laboratory/field workplace fit for purpose
	MSL973025	Perform basic tests
	MSL973026	Prepare working solutions

Note:

*This subject is available for students enrolled in either **Biology, Psychology or Chemistry**, only. Experimental data and procedures from these subjects will be used to meet the requirements of this Certificate course. Students may need to attend a 'Lesson 0' to participate in this course. Students must participate in up to four compulsory practical assessment days (incursion), at times negotiated between MSHS and ABC Training, during school terms. These days will be held at Mackay SHS.*

MACKAY ENGINEERING COLLEGE COURSES

Mackay Engineering College

Empowering Lifelong Learning

Australian Qualifications Framework

AUR20720 Certificate II in Automotive Vocational Preparation

This is an introductory qualification which covers the skills and knowledge required to perform a limited range of tasks related to familiarisation and inspection of mechanical and electrical components, systems of vehicles and powered equipment. The course will suit students who enjoy mechanical processes and problem solving and may lead to employment in the broader automotive industry.

Course Duration: 1 school year
Work Experience: 15 days minimum
Uniform: MEC Hi-vis shirt, jeans, steel capped boots
Cost: $280 (includes materials used, work placement fees & excursions)
Register: Contact the relevant person at your school, download and complete a MEC application
Eligibility: Senior Students who meet the government eligibility criteria

This is a Vocational Education and Training in Schools (VETiS) Program funded by the Queensland Government.

Competency code	Competency title	C/E
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace	C
AURAFA103	Communicate effectively in an automotive workplace	C
AURAFA104	Resolve routine problems in an automotive workplace	C
AURASA102	Follow safe working practices in an automotive workplace	C
AURETR103	Identify automotive mechanical systems and components	C
AURTTK102	Use and maintain tools and equipment in an automotive workplace	C
AURLTA101	Identify automotive mechanical systems and components	C
AURETR006	Solder electrical wiring and circuits	E
AURTTA002	Assist with automotive workplace activities	E
AURETR115	Inspect test and service batteries	E
AURTTA127	Carry out basic vehicle servicing operations	E
AURLTJ113	Remove, inspect and refit light vehicle wheel and tyre assemblies	E

How to apply

Download and complete a MEC application package from the MEC website www.mec.eq.edu.au Lodge this with your schools VET co-ordinator or scan and email your application to the MEC before the end of Term 3. All applications will be processed in Term 4 and you will be notified of the outcome.

Want to know more?

Contact your school VET co-ordinator and IT&D head of department. More information about the course can be accessed from the MEC website www.mec.eq.edu.au, or phone the college directly on 48980333.

171 Boundary Road, Ooralea 4740
PO Box 5667, Mackay Mail Centre 4740
Ph. 07 4898 0333 Fax. 07 4898 0300
www.mec.eq.edu.au
principal@mec.eq.edu.au

UEE22020 Certificate II in Electro-technology (Career Start)

The course is ideal for students wanting to gain an insight into the electrical industry and the course will suit students who enjoy problem solving, working with technology and who want a career in the Electrotechnology industry.

Course Duration: 1 ½ school years. Commencement start of Year 11.
Work Experience: Minimum 25 days – 1 week per term (over 1 ½ years)
Uniform: MEC Hi-vis shirt, jeans, steel capped boots
Cost: $400.00 (includes materials, work placement fees, excursions)
Register: Contact the relevant person at your school, download and complete a MEC application
Eligibility: Year 11 students who meet the government eligibility criteria

This is a Vocational Education and Training in Schools (VETiS) Program funded by the Queensland Government.

COMPETENCY CODE	COMPETENCY TITLE
UEECD0007	Apply Work Health and Safety regulations, codes and practices in the workplace
UEECD0046	Solve problems in single paths circuits
UEECD0052	Use of routine equipment/plant/technologies in an energy sector environment
UEECD0009	Carry out routine work activities in an energy sector environment
UEECD0021	Identify and select components, accessories and materials for energy sector work activities
UEERE0001	Apply environmentally and sustainable procedures in the energy sector
CPCWHS1001	Work safely in the construction industry
HLTAID001	Provide cardiopulmonary resuscitation
UEECD0034	Produce routine tools/devices for carrying out energy sector work activities
UEECD0038	Provide solutions and report on routine electrotechnology problems
UEECD0019	Fabricate, assemble and dismantle utilities industry components
UEECD0020	Fix and secure electro technology equipment
UEERL0001	Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply
UEECO0002	Maintain documentation
UEERE0021	Provide basic sustainable energy reduction in residential premises

How to apply
Download and complete a MEC application package from the MEC website www.mec.eq.edu.au Lodge this with your schools VET co-ordinator or scan and email your application to the MEC before the end of Term 3. All applications will be processed in Term 4 and you will be notified of the outcome.

Want to know more?
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MEM20422 Certificate II in Engineering Pathways

This course provides students with a range of introductory vocational skills for in a variety of engineering and manufacturing environments. Students will have an array of opportunities to enhance their work readiness in an applied learning environment which may assist in securing an apprenticeship.

Course Duration: 2 school years (1 day per week)
Work Experience: Minimum 50 days (1 to 2 weeks per term) over 2 years
Uniform: MEC Hi-vis shirt, jeans, steel capped boots
Cost: $470.00 per year approx. (includes materials, work placement fees, excursions)
Register: Contact the relevant person at your school, download and complete a MEC application
Eligibility: Year 11 students who met the government eligibility criteria

This is a Vocational Education and Training in Schools (VETiS) Program funded by the Queensland Government.

Competency Code	Competency Title	Planned Commencement	
		1st year	2nd year
MEM13015	Work safely and effectively in manufacturing and engineering	✓	
MEMPE005	Develop a career plan for the engineering & manufacturing industry	✓	
MEMPE006	Undertake a basic engineering project	✓	
MSMENV272	Participate in environmentally sustainable work practices		✓
MEM16006	Organise and communicate information		✓
MEM18001	Use hand tools	✓	
MEM18002	Use power tools/ handheld operations	✓	
MEMPE001	Use engineering workshop machines		✓
MEMPE002	Use electric welding machines	✓	
MEM11011	Undertake manual handling		✓
MEMPE007	Pull apart and reassemble engineering mechanism	✓	
MEMPE003	Use oxy/acetylene and soldering equipment	✓	

How to apply

Download and complete a MEC application package from the MEC website www.mec.eq.edu.au Lodge this with your schools VET co-ordinator or scan and email your application to the MEC before the end of Term 3. All applications will be processed in Term 4 and you will be notified of the outcome.

Want to know more?

Contact your school VET co-ordinator and IT&D head of department. More information about the course can be accessed from the MEC website www.mec.eq.edu.au, or phone the college directly on 48980333.

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NOTES

- Academic Excellence Academy
- ACCESS Centre for Diverse Learners
- BYOx eLearning Program
- Chess Club
- Clontarf Foundation Mackay Academy
- Creative Arts Academy
- Debating
- Dynamic Instrumental Music Program
- Eisteddfod
- Extensive Agriculture Department
- Football Academy
- Junior Secondary Initiatives
- Learning Support and After-school Tutorials
- Multi Award Winning Cattle Show Team
- Musical
- Netball Academy
- P&C Committee
- Primary School Science Outreach Program
- Professional, Caring and Motivated Staff
- QMEA Academy
- Rock Pop Mime
- Rugby League Academy
- School Based Apprenticeships and Traineeships
- South Mackay Cluster Network with Primary Schools
- State-of-the-Art Technology Resources
- STEM Fair
- Student Support Services:

  School Chaplain, Community Education Counsellor, Guidance Officer, School Based Police Officer, School Based Youth Health Nurse, Youth Worker and Youth Support Coordinator

- Theatre Productions

MACKAY STATE HIGH SCHOOL

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MACKAY QLD
PO Box 5665
MACKAY MAIL CENTRE QLD 4741

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