



2023

Pine Rivers
State High School



SENIOR SUBJECT
SELECTION HANDBOOK

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PREPARING FOR YEAR 11

This booklet is designed for students and parents to help students prepare for Year 11. It contains important information and advice that should be considered carefully before making subject choices for Year 10 Semester Two and ultimately years 11 and 12.

The step from Year 10 to Year 11 is a big one. This phase of education has become more exciting with the rollout and continued refinements associated with the New QCE System in Queensland. The associated increase in the amount of time required for homework and private study is quite substantial. Additional implications for senior students include increased responsibility for regular, targeted study to ensure success is achieved.

Students at Pine Rivers State High School in Years 11 and 12, 2023 will each study:

- 6 subjects for 4 semesters
- Character and Citizenship Program which is an educational enrichment program which explores a range of lifelong learning skills and practices.

The six subjects will be chosen from the list offered in this booklet. Included in that list are subjects designed to cater for the full range of students' interests and abilities. There are academic subjects which will be chosen by students who plan to continue with tertiary studies. Other subjects are more practical and are designed for those students who intend to enter directly into employment and/or training. All subjects offer the opportunity to develop important job and life skills. The full list of subjects offered by Pine Rivers SHS appear in this booklet. In selecting from the list, students should be aware that subjects fall into the following categories:

- General Subjects
- Applied Subjects
- Vocational Education and Training (VET)

Students may choose to study any combination of subjects, depending on their career goals and pathways. However, there are advantages and prerequisites which should be considered for all General and some other subjects. These exist to help direct students into learning areas where they will enjoy success.

Each student should choose those subjects which seem appropriate to his/her needs, interests, abilities, and future career plans. It should be noted that students are choosing a two-year course of study. Changing subjects' mid-course may affect senior certification, so subjects must be chosen wisely.

Pine Rivers State High School is well known for its curriculum diversity and its commitment to providing suitable pathways to cater for the whole range of our students. We wish you well in gathering all the information, seeking advice from guidance officers, subject teachers, Heads of Department and making the best decision for the student.

FROM THE GUIDANCE OFFICER

The selection of appropriate subjects during Year 10 SET planning, can greatly influence your happiness and achievement in Years 11 and 12 and provide the foundation for a successful transition to employment and /or tertiary education.

In selecting your senior subjects, it is useful to consider four major criteria.

1. **Your interests:** Students will generally achieve higher results in subjects which they enjoy and want to learn more about.
2. **Your capabilities:** Aptitude and success in Year 10 subjects is often a good indicator of your expected achievement results in Years 11 and 12. Please listen to your teachers / HODs / GOs around what to expect in years 11 and 12 regarding work expectations. Ask questions, clarify any questions you may have before subject selection night – this may prevent the stress related to subject changes in the future. **Remember** you need to pass 20 semester units (12 of these from 3 subjects continuously studied across years 11 and 12) to gain your QCE. You need to pass one semester of Literacy and one semester of Numeracy in year 11 and 12 to meet the QCE criteria.
3. **Career Aspirations:** Some tertiary or vocational pathways have prerequisites and/or assumed knowledge. Go to www.qtac.edu.au
 - The QTAC websites lists tertiary courses delivered by all major, as well as a few minor tertiary institutions. Go to course search and familiarise yourself with the prerequisites listed for your courses of interest.
 - P= Prerequisites refers to **mandatory** completion to be considered for that course.
A= Assumed knowledge refers to the level of knowledge considered necessary for success in the first year of tertiary study.
R= Recommended refers to subjects that provide good understanding of the course content.
 - MY Future (myfuture.edu.au) may help students explore and expand career ideas beyond further study post Year 12. This website provides up to date occupation outlines, pathways, availability, and salary information. It also provides information on scholarships, financial assistance, volunteer opportunities and apprenticeships.
4. **Nature of subjects:**
 - Are you able to manage the time commitment necessary for success?
 - Are you comfortable giving oral presentations?
 - Do you prefer practical work or research-based learning?
 - Can you write essays under exam conditions?
 - Think about your preferred learning style?

Please talk with class teachers and HODS to find out what your studies will entail – getting your selection right first time helps your transition to year 11 and 12.

Hint: If you are unsure: **Select subjects that allow you the greatest flexibility in career destinations.**

Kirsty Lee & Gary Meyrick
Guidance Officers

SENIOR EDUCATION – THE BASICS

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
- QCE - Queensland Certificate of Education
- OR QCIA - Queensland Certificate of Individual Achievement (if eligible).

STATEMENT OF RESULTS

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study.

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The QCE is Queensland's senior school qualification, which is awarded to eligible students at the end of Year 12. Most students are awarded a QCE at the end of Year 12. Students who do not meet the QCE requirements by the end of year 12 can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

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

Participation in this pathway is via invitation based on Department criteria, only.

AUSTRALIAN TERTIARY ADMISSION RANK - ATAR

Eligible students will be awarded an Australian Tertiary Admission Rank or ATAR. The ATAR will replace the OP. The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students and is used for the sole purpose of tertiary admission.

The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'.

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

- 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 accumulated their subject results within a five-year period. 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.

SUBJECT OPTIONS

Pine Rivers State High School offers General, Applied and Vocational Education and Training (VET) subjects. Students may also choose to participate in studies offered external to the school including VET, university head-start programs or school-based apprenticeships/traineeships.

Results in General, Applied and VET subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject or Certificate III VET qualification, can be used in the calculation of a student's ATAR.

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.

General syllabuses are developmental four-unit courses of study.

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

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

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

UNITS 3 AND 4 ASSESSMENT

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

The three summative internal assessments are endorsed by the QCAA before they are used in school. 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 student's overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

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.

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the courses 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 award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

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

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

Applied syllabuses do not use external assessment.

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training may be undertaken at school or through a registered training provider. The qualifications gained from VET are nationally accredited. The skills you gain will also allow you to enter the workforce and/or to move on to further vocational or academic studies. Certificate I to Advanced Diploma qualifications can be completed through VET.

Pine Rivers SHS has a proud reputation as a Registered Training Organisation (RTO Code 30423) and we also have partnership arrangements with external RTOs to deliver VET courses within the school timetable. Students can select these courses as part of their six (6) subjects. To identify the RTO responsible for the delivery of the course, check the RTO name listed on the subject information page.

In addition to the VET courses listed in the handbook which are run at school within the standard timetable, students may select a seventh subject to study with an external RTO as a one day per week program. Institutions such as TAFE Qld offer multiple qualifications which can be completed this way. They are often referred to as VET in Schools options.

Students wishing to take up this option, must still select 6 school-based subjects and will be given the option to drop a school subject after one term of successful participation in the external study.

VETiS Funding is a government initiative and provides fee free access to some qualifications which have been identified as relating to a skill shortage area. Students may only complete one qualification which is funded this way so they must check how their preferred VET study is financed. We have indicated in this handbook which qualifications are VETiS funded. If selecting a 7th VET subject with an external provider, the status of its funding will need to be considered.

SCHOOL-BASED APPRENTICESHIP AND TRAINEESHIPS

School based apprenticeships or traineeships can be undertaken during the senior phase of learning. These are a combination of employment and training, based on industry standards, which can lead to nationally recognised qualifications under the Australian Qualifications Framework (AQF).

Interested students should speak to staff in the Senior Schooling Office for more details. Engagement in a school-based apprenticeship/traineeship must be an agreement between the student, parent/carer, employer, trainer, and the school.

UNIVERSITY STUDY

Many universities offer the opportunity to gain experience and credit towards university study, while students complete their senior studies. This is particularly suitable for students who desire the extra challenge and academic stimulation that university study can provide and usually requires evidence of prior academic success of a "B" minimum in related school subjects. Students interested in this option are expected to investigate these courses themselves and to weigh up their suitability. It would be considered a 7th subject with students only permitted to drop a school subject after one term of successful participation.

Students should discuss this option during their SET plan interview and will need to apply through the Senior Schooling Office.

PRE-REQUISITES FOR SUBJECTS

To ensure students are enabled for success within senior subjects, the following prerequisites must be met. Pre-requisites may relate to minimum academic achievement in particular subjects or behaviour standards deemed suitable for safe working practices. They are clearly identified at the beginning of each subject outline.

Evidence is taken from a student's Term 1, Year 10 Reports for identification of meeting the pre-requisites. Students may apply directly to the HOD of the subject they wish to complete if they did not meet the prerequisite but believe they should still be considered. The student must be able to demonstrate equivalency of meeting the prerequisite through later year 10 study or other prior experience.

| QCAA GENERAL SUBJECTS | PRE-REQUISITE/S – minimum standards |
|--------------------------------|--|
| Ancient History | B in Year 10 English, B in Year 10 Humanities |
| Biology | B in Year 10 English, B in Year 10 Science |
| Chemistry | B in Year 10 English, B in Year 10 Science |
| Dance | B in Year 10 English, B in Year 10 Dance (preferred) or 9 Dance |
| Digital Solutions | B in Year 10 English (Year 10 Digital Technologies is beneficial but not compulsory) |
| Drama | B in Year 10 English (Year 10 Drama is beneficial but not compulsory) |
| English | B in Year 10 English |
| Film, Television and New Media | B in Year 10 English (Year 10 Media is beneficial but not compulsory) |
| Food And Nutrition | B in Year 10 English |
| General Mathematics | B in Year 10 Core Mathematics |
| Geography | B in year 10 English AND B in year 10 Humanities OR B in Year 10 Science |
| Legal Studies | B in year 10 English, B in year 10 Humanities |
| Mathematical Methods | B in Year 10 Extension Mathematics |
| Modern History | B in Year 10 English, B in Year 10 Humanities |
| Music | B in Year 10 English, B standard in Junior Music or private music tuition is recommended |
| Music Extension (Year 12 Only) | Academic Co-requisite: Students are required to undertake Year 11 and 12 Music |
| Physical Education | B in Year 10 English, recommended B or above for Year 9 or 10 HPE |
| Physics | B in Year 10 Science, B in Year 10 Maths Extension |
| Psychology | B in Year 10 English, B in Year 10 Science |
| Specialist Mathematics | B in Year 10 Extension Mathematics Academic Co-requisite: Mathematical Methods |

| QCAA APPLIED SUBJECTS | PRE-REQUISITE/S – minimum standards |
|--|---|
| Engineering Skills | Nil |
| Essential English | Nil |
| Essential Mathematics | Nil – Students who complete the Numeracy Short Course in Semester 2, Year 10 should choose Essential Mathematics. |
| Fashion | Nil |
| Industrial Technology Skills | Behaviour Pre-requisite: Student must be able to demonstrate safe behaviour suitable for the industry. |
| Drama in Practice | Year 10 Drama is beneficial but not compulsory |
| Information and Communication Technology | Nil |
| Media Arts in Practice (Photography) | Nil |
| Science in Practice | Nil |
| Social and Community Studies | Nil |
| Sport and Recreation | Nil |
| Tourism | Nil |
| Visual Arts in Practice (Contemporary/pop culture) | Nil |

| VET Qualifications | PRE-REQUISITE/S – minimum standards | RTO | VETiS Funded (Students can only select one) |
|---|--|---------------------------|--|
| Certificate II in Workplace Skills | Nil | PRSHS | N- School RTO |
| Certificate III in Business | C in Year 10 English, C in Year 10 Core Maths | PRSHS | N - School RTO |
| Certificate I in Construction | Behaviour Pre-requisite: Student must be able to demonstrate safe behaviour suitable for the industry. | Blue Dog | Y |
| Certificate II in Hospitality | Behaviour Pre-requisite: Student must be able to demonstrate safe behaviour suitable for the industry. | Training Direct Australia | Y |
| Certificate III in Sport and Recreation | Behaviour Pre-requisite: Student must be able and willing to swim. | Binnacle Training | N – User pays |
| Certificate III in Visual Arts (Fine Art) | C in Year 10 English | PRSHS | N – School RTO |

SUBJECT SELECTION PROCESS

| | |
|--------------------------------|---|
| TERM 1 Week 5 | <ul style="list-style-type: none"> • SET Plan OneNote distributed to students • Students commence documenting their SET Plan in OneSchool (except for subject selection) |
| TERM 2 Week 2 | <ul style="list-style-type: none"> • Letter sent home to parents regarding SET Plan Interview process • Students identify subjects of interest by selecting possible subjects in OneSchool using “smorgasbord” option (closes Week 3). They must select an English and a Maths subject plus 4 electives. This information is then used to create the line structure and final subject offerings to maximise the opportunities for students. • Form Teachers assist with SET Plan preparation |
| TERM 2 Week 6 | <ul style="list-style-type: none"> • Subject selection via OneSchool is completed by students. Selection must be based on the prerequisites and is made using the line structure created from the student “smorgasbord” selections. Student can not select subjects that they have not met the prerequisites for. • SET Plan interviews open for bookings vit PT Online |
| TERM 2 Week 8 | <ul style="list-style-type: none"> • SET Plan interviews Wednesday 8 June 7am-7pm. Prerequisite exemptions are addressed during the interview. |
| TERM 2 Week 9 | <ul style="list-style-type: none"> • Subject Selections reviewed by Senior Schooling with additional interviews conducted where necessary. |
| TERM 3 Week 1 | <ul style="list-style-type: none"> • Students commence preparatory/trial version of senior subjects |

GENERAL SUBJECTS

ANCIENT HISTORY (AHS)

QCAA General Subject

Academic Pre-requisite: B in year 10 English, B in year 10 Humanities

Brief Description of Subject:

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 study the development of some features of modern society, such as social organisation, systems of law, governance, and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Course Overview

| Unit | Unit Description | Assessment |
|------------------|--|---|
| Year 10 Sem 2 | Weapons and Warfare <ul style="list-style-type: none"> • Vikings, burial practices Personalities in their time <ul style="list-style-type: none"> • Ancient Persia, Macedonia and Alexander the Great. | Investigation - independent source investigation Exam – short responses to historical sources |
| Unit 1 | Investigating the Ancient World <ul style="list-style-type: none"> • Digging up the Past; archaeological techniques • Funerary practices and beliefs. | Examination – essay in response to historical sources Investigation – Independent source investigation |
| Unit 2 | Personalities in their times <ul style="list-style-type: none"> • Akhenaten, the Pharaoh that brought Ancient Egypt to its knees. | Investigation – historical essay based on research Exam – short responses to historical sources |
| Unit 3 | Reconstructing the Ancient World <ul style="list-style-type: none"> • Ancient Greece; Pericles; the Persian Wars. • Pompeii and Herculaneum. The archaeology from one of the world's great disasters. | Examination – essay in response to historical sources Investigation – Independent source investigation |
| Unit 4 | People, Power, and Authority <ul style="list-style-type: none"> • Ancient Egypt: The Imperial expansion of the New Kingdom • Augustus: Rome's first emperor. (External Exam topic) | Investigation – historical essay based on research External exam – short responses to historical sources |

Expenses:

Materials will be required as per the Stationery Requirements list. One excursion per year, at a moderate cost, is planned to observe collections and artefacts or to experience an archaeological dig.

BIOLOGY

QCAA General Subject

Academic Pre-requisite: B in year 10 Science, B in year 10 English

Brief Description of Subject:

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment, and 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.

This course of study is based on the recently developed Biology Syllabus, which is available from <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/redev-snr-syll>.

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.

Students entering this subject must understand that it is an academically demanding study. Biology places a heavy emphasis on research and experimental activity. Students are given some class time to carry out practical investigations and research background information for assessment tasks but work at home is essential. A homework load of at least 2 - 3 hours per week would be necessary to be successful in Biology.

Course Overview

| Unit | Unit Description | Assessment | |
|------------------|--|---|--|
| | | Internal | External |
| Year 10 Sem 2 | Preparation for Biology <ul style="list-style-type: none"> Cells/Microscopes Data Collection Microbiology Enzymes Genetic diseases/testing | Data Test Student experiment Research Task End of Semester Exam | |
| Unit 1 | Unit 1: Cells and multicellular organisms <ul style="list-style-type: none"> Cell as the basis of life Multicellular organisms | Formative assessment(s) Possible items: Data test Student experiment | |
| Unit 2 | Unit 2: Maintaining the internal environment <ul style="list-style-type: none"> Homeostasis Infectious disease | Formative assessment(s) Possible items: Research investigation Examination | |
| Unit 3 | Unit 3: Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> Describing biodiversity Ecosystem dynamics | Summative assessment 1: Data test (10%) Summative assessment 2: Student experiment (20%) | Summative assessment: Examination (50%) |
| Unit 4 | Unit 4: Heredity and continuity of life <ul style="list-style-type: none"> DNA, genes, and the continuity of life Continuity of life on Earth | Summative assessment 3: Research investigation (20%) | |

Expenses:

A minimum of 5 hours of field work requires an excursion in Year 12. Costs will be to cover transport and Environment Education Centre program. Students are expected to have a BYOD.

CHEMISTRY

QCAA General Subject

Academic Pre-requisite: B in year 10 Science, B in year 10 English

Brief Description of Subject:

Chemistry is the study of materials and their properties and structure. Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction, and 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 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. This course of study is based on the recently developed Chemistry Syllabus, which is available from <https://www.qcaa.qld.edu.au/senior/new-snr-assessment/redev-snr-syll>

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.

Students entering this subject must understand that it is an academically demanding study. Chemistry places a heavy emphasis on research and experimental activity. Students are given some class time to carry out practical investigations and research background information for assessment tasks but work at home is essential. A homework load of at least 2 - 3 hours per week would be necessary to be successful in Chemistry.

Course Overview:

| Unit | Unit Description | Assessment | |
|---------|--|---|---|
| | | Internal | External |
| Year 10 | Preparation for Chemistry <ul style="list-style-type: none"> Bonding Chemical Reactions Energy Changes | Data Test Student experiment Research Task End of Semester Exam | |
| Unit 1 | Unit 1: Chemical fundamentals <ul style="list-style-type: none"> Properties and structures of atoms Properties and structures of materials Chemical reactions – reactants, products, and energy change | Formative assessment(s) Possible items: Data test Student experiment | |
| Unit 2 | Unit 2: Molecular interactions and reactions <ul style="list-style-type: none"> Intermolecular forces and gases Aqueous solutions and acidity Rates of chemical reactions | Formative assessment(s) Possible items: Research investigation Examination | |
| Unit 3 | Unit 3: Equilibrium, acids, and redox reactions <ul style="list-style-type: none"> Chemical equilibrium systems Oxidation and reduction | Summative assessment 1: Data test (10%) Summative assessment 2: Student experiment (20%) | Summative assessment Examination (50%) |
| Unit 4 | Unit 4: Structure, synthesis, and design <ul style="list-style-type: none"> Properties and structure of organic materials Chemical synthesis and design | Summative assessment 3: Research investigation (20%) | |

Expenses:

Students are expected to have a BYOD.

DANCE

QCAA General Subject

Academic Pre-requisite: Min. “B” Year 10 English, min. “B” in Year 10 Dance (preferred) or Year 9 Dance

Brief Description of Subject:

Dance fosters creative and expressive communication and allows students to develop important, lifelong skills. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others, and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal, and historical viewpoints integrating new technologies in all facets of the subject. Historical, current, and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. As students create and communicate meaning through dance, they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice. Dance develops individuals who are culturally sensitive, creative, complex, and reflective thinkers.

Please note that this is a performance subject and students will be required to perform in front of an audience of peers or public.

Course Overview

| Unit | Unit Description | Assessment |
|------------------|---|---|
| Year 10 Sem 2 | <p>Year 10 Dance Downunder An exploration of Australian Indigenous dance and its fusion with contemporary dance for the purpose of storytelling.</p> <p>Bright Lights A study of musical theatre and its place in entertaining and engaging audiences across the globe.</p> | <p>Formative Assessment</p> <ul style="list-style-type: none"> • Performance • Choreography • Written Exam |
| Unit 1 | <p>Year 11 Moving Bodies How does dance communicate meaning for different purposes and in different contexts?</p> <p>Genres</p> <ul style="list-style-type: none"> • Contemporary • At least one other (Musical Theatre, Hip Hop, Jazz, Cultural) <p>Subject Matter</p> <ul style="list-style-type: none"> • Meaning, purpose, and context • Historical and Cultural origins of focus genres | <p>Formative Assessment</p> <ul style="list-style-type: none"> • Performance (20%) • Choreography (20%) |

| Unit | Unit Description | Assessment |
|--------|--|---|
| Unit 2 | <p>Year 11 Moving Through Environments How does the integration of the environment shape dance to communicate meaning?</p> <p>Genres</p> <ul style="list-style-type: none"> • Contemporary • At least one other (Musical Theatre, Hip Hop, Jazz) <p>Subject Matter</p> <ul style="list-style-type: none"> • Physical dance environments including site specific dance • Virtual dance environments | <ul style="list-style-type: none"> • Dance project (35%) including choreography, performance, and written response to the choreographic process • Internal exam – extended written (25%) |
| Unit 3 | <p>Year 12 Moving Statements How is dance used to communicate viewpoints?</p> <p>Genres</p> <ul style="list-style-type: none"> • Contemporary • At least one other (Musical Theatre, Hip Hop, Jazz, Ballet) <p>Subject Matter</p> <ul style="list-style-type: none"> • Social, Political, and cultural influences on dance | Summative Assessment <ul style="list-style-type: none"> • Performance (20%) • Choreography (20%) |
| Unit 4 | <p>Year 12 Moving My Way How does dance communicate meaning for me?</p> <p>Genres</p> <ul style="list-style-type: none"> • Fusion of movement styles <p>Subject Matter</p> <ul style="list-style-type: none"> • Developing a personal movement style • Personal viewpoints and influences on genre | Summative Assessment <ul style="list-style-type: none"> • Dance project (35%) including choreography, Performance, and written response to the choreographic process • External exam – extended written (25%) |

Expenses:

Students are highly encouraged to attend performances by professional companies, and the opportunity may arise for students to be taught by industry professionals. These events/opportunities will incur costs that will need to be covered by the students. Costs may also be incurred for costumes for school based and local performances (e.g., Dance Night) although these will be kept to a minimum.

DIGITAL SOLUTIONS

QCAA General Subject

Academic Pre-requisite: B in Year 10 English (Year 10 Digital Technologies is beneficial but not compulsory)

Brief Description of Subject:

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information, and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local, and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy, and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Students create, construct, and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing, and many other industries.

Course Overview

| Unit | Unit Description | Assessment |
|------------------|--|---|
| Year 10 Sem 2 | Year 10 – Digital Solutions Prep <ul style="list-style-type: none"> • Introduction into computational, design and system • The role of hardware and software to secure data • Design, implement and evaluate digital solutions | <ul style="list-style-type: none"> • Project — digital solution • Investigation — technical proposal |
| Unit 1 | Year 11 - Creating with code <ul style="list-style-type: none"> • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions | Formative internal assessment 1: <ul style="list-style-type: none"> • Investigation — technical proposal Formative internal assessment 2: <ul style="list-style-type: none"> • Project — digital solution |
| Unit 2 | Year 11 - Application and data solutions <ul style="list-style-type: none"> • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions | Formative internal assessment 3: <ul style="list-style-type: none"> • Project — folio Formative internal assessment: <ul style="list-style-type: none"> • Examination |
| Unit 3 | Year 12 – Digital innovation <ul style="list-style-type: none"> • Interactions between users, data, and digital systems • Real-world problems and solution requirements • Innovative digital solutions | Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Investigation — technical proposal Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Project — digital solution |
| Unit 4 | Year 12 – Digital impacts <ul style="list-style-type: none"> • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Project — folio Summative external assessment (EA): <ul style="list-style-type: none"> • Examination |

Expenses:

Excursion costs are to be determined as the need arises.

All students are expected to have a BYOD to study this subject.

DRAMA

QCAA General Subject

Academic Pre-requisite: B in Year 10 English (Year 10 Drama is beneficial but not compulsory)

Brief Description of Subject:

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 using 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.

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.

Please note that this is a performance subject and students will be required to perform in front of an audience of peers or public.

Course Overview

| Unit | Unit Description | Assessment |
|------------------|--|--|
| Year 10 Sem 2 | <p>Year 10 Prepare</p> <p>How can we use Drama to promote shared understanding of the human experience?</p> <ul style="list-style-type: none"> • Study of Australian Gothic Theatre • Associated conventions of styles and texts <p>How can we use Drama to reflect the human condition?</p> <ul style="list-style-type: none"> • Exploration of Shakespeare and Contemporary theatre (transformation) • Associated conventions of styles and texts | <p>Group Performance</p> <p>Responding Exam – extended written response</p> <p>Directorial Vision (multimedia) and Group Performance</p> |
| Unit 1 | <p>Year 11 Share</p> <p>How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms | <p>Formative internal assessment 1 (IA1): Performance (20%)</p> <p>Formative internal assessment 2 (IA2): Project — dramatic concept (20%)</p> |

| Unit | Unit Description | Assessment |
|--------|--|--|
| Unit 2 | <p>Year 11 Reflect How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts | <p>Formative internal assessment 3 (IA3): Project — practice-led project (35%)</p> <p>Formative internal assessment 4 (IA4): Examination — extended response (25%)</p> |
| Unit 3 | <p>Year 12 Challenge How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts | <p>Summative internal assessment 1 (IA1): Performance (20%)</p> <p>Summative internal assessment 2 (IA2): Project — dramatic concept (20%)</p> |
| Unit 4 | <p>Year 12 Transform How can you transform dramatic practice?</p> <ul style="list-style-type: none"> • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus | <p>Summative internal assessment 3 (IA3): Project — practice-led project (35%)</p> <p>Summative external assessment (EA): Examination — extended response (25%)</p> |

Expenses:

Students will attend live performances (approximately \$10-20 each) of professional theatre. This will help students develop their understanding of this subject, and will usually be linked to an assessment item.

An overnight Drama Camp or extended workshop may carry an additional cost in Year 12 only of approximately \$120.

ENGLISH

QCAA General Subject

Academic Pre-requisite: B in Year 10 English

Brief Description of Subject:

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

This course of study is based on the 2019 English Syllabus which is available from <https://www.qcaa.qld.edu.au/downloads/portal/syllabuses>. Students entering this subject should understand that it is an academically challenging subject, requiring close study of multiple literary texts.

Course Overview

| Unit | Unit Description | Assessment |
|--------|---|--|
| Unit 1 | Unit 1 Perspectives and texts <ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts | Formative internal assessment Assessment 1: Extended response — written response for a public audience (25%) Summative internal assessment Assessment 2: Extended response — persuasive spoken response (25%) |
| Unit 2 | Unit 2 Texts and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts | Formative internal assessment Assessment 3: Extended response — imaginative written response (25%) Assessment 4: Examination — analytical written response (25%) |
| Unit 3 | Unit 3 Textual connections <ul style="list-style-type: none"> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts | Summative internal assessment Assessment 1: Extended response — written response for a public audience (25%) Summative internal assessment Assessment 2: Extended response — persuasive spoken response (25%) |
| Unit 4 | Unit 4 Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts | Summative internal assessment Assessment 3: Extended response — imaginative written response (25%) Assessment 4: Examination — analytical written response (25%) |

Expenses:

All students are expected to have a BYOD, and students will also need to provide various stationery requirements such as books, pens etc.

FILM, TELEVISION AND NEW MEDIA

QCAA General Subject

Academic Pre-requisite: B in Year 10 English (Year 10 Media is beneficial but not compulsory).

Brief Description of Subject:

Film, television, and new media are our primary sources of information and entertainment. These forms foster creative and expressive communication and are important channels for educational and cultural exchanges. They are also fundamental to our self-expression and representation as individuals and as communities.

Film, television, and new media explores the five key concepts of technologies, representations, audiences, institutions, and languages.

Students creatively apply these key concepts individually and collaboratively to 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.

This course aims at giving students critical literacy skills, enabling them to think, question, create and communicate media products. Students apply their understanding of technologies, languages, and representations to critically evaluate how they affect institutions and specific audiences.

Course Overview

| Unit | Unit Description | Assessment |
|----------------------|---|--|
| Year 10 Sem 2 | <p>Year 10 Getting to Know You – Cinematic Language This unit gives students foundational filmmaking knowledge via an exploration of moving image media. Students will conceptualise, film, and edit a short silent film before investigating the conventions and forms of Music videos. Through this most experimental of film forms students will further expand and build upon their knowledge and understanding of the key concepts underpinning moving image presentations -</p> <ul style="list-style-type: none"> Technologies Languages <p>Film/music video codes and conventions</p> <ul style="list-style-type: none"> Representations <p>Issues in music videos</p> <ul style="list-style-type: none"> Audiences Institutions | <ul style="list-style-type: none"> Written case study investigation focussing on how meaning is made via the use of film language conventions in a scene from Michel Hazanavicius' <i>The Artist</i> (2011) Stylistic project (create a treatment for and produce a music video that challenges/conforms to conventional music video). |
| Unit 1 Foundation | <p>Year 11 Concept: technologies</p> <ul style="list-style-type: none"> How are tools and associated processes used to create meaning? <p>Concept: institutions</p> <ul style="list-style-type: none"> How are institutional practices influenced by social, political, and economic factors? <p>Concept: languages</p> <ul style="list-style-type: none"> How do signs and symbols, codes and conventions create meaning | <p>Formative Assessment</p> <ul style="list-style-type: none"> Written case study investigation Project — Treatment for genre sequence. |

| Unit | Unit Description | Assessment |
|-------------------------|--|---|
| Unit 2 Story Forms | <p>Year 11</p> <p>Concept: representations</p> <ul style="list-style-type: none"> How do representations function in story forms? <p>Concept: audiences</p> <ul style="list-style-type: none"> How does the relationship between story forms and meaning change in different contexts? <p>Concept: languages</p> <ul style="list-style-type: none"> How are media languages used to construct stories? | <p>Formative Assessment</p> <ul style="list-style-type: none"> Extended response - examination Project — genre sequence. |
| Unit 3 Participation | <p>Year 12</p> <p>Concept: technologies</p> <ul style="list-style-type: none"> How do technologies enable or constrain participation? <p>Concept: audiences</p> <ul style="list-style-type: none"> How do different contexts and purposes impact the participation of individuals and cultural groups? <p>Concept: institutions</p> <ul style="list-style-type: none"> How is participation in institutional practices influenced by social, political, and economic factors? | <p>Summative Assessment</p> <p>Assessment 1 (IA1): Case study investigation (15%)</p> <p>Assessment 2 (IA2): Multi- platform project (25%)</p> |
| Unit 4 Identity | <p>Year 12</p> <p>Concept: technologies</p> <ul style="list-style-type: none"> How do media artists experiment with technological practices? <p>Concept: representations</p> <ul style="list-style-type: none"> How do media artists portray people, places, events, ideas, and emotions? <p>Concept: languages</p> <ul style="list-style-type: none"> How do media artists use signs, symbols, codes, and conventions in experimental ways to create meaning? | <p>Summative Assessment</p> <p>Assessment 3 (IA3): Stylistic project (35%)</p> <p>Assessment 4 (EA): Examination — extended response (25%)</p> |

Expenses:

BYOD is necessary for this course – editing software is provided to students at no additional costs. SD cards will be needed.

Additional costs for film festival entries are to be met by students who take up this option to enter competitions.

FOOD AND NUTRITION

QCAA General Subject

Academic Pre-requisite: B in Year 10 English

Brief Description of Subject:

Food and Nutrition is the study of food in the context of food science, nutrition, and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life.

Students will actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable, and technological futures. Using a problem-based learning approach, students learn to apply their food science, nutrition, and technologies knowledge to solve real-world food and nutrition problems. This subject challenges the students to think about, respond to, and create solutions for contemporary problems in food and nutrition.

Homework is regularly set, and students are advised to study for approximately 2 hours per week. Whilst studying practical units' additional homework is set.

Course Overview

| Unit | Unit Description | Assessment | |
|------------------|---|--|----------|
| | | Internal | External |
| Year 10 Sem 2 | <p>Preparation course Students develop an understanding of the chemical and functional properties of carbohydrates, as well as food safety and preservation. Topics include:</p> <ul style="list-style-type: none"> The Food System Food nutrients Carbohydrates –uses in food, products such as muffins, cakes, breads, and sauces Sensory evaluation of food • Food preservation techniques | <p>Two formative internal assessments:</p> <ul style="list-style-type: none"> • Project folio • End of Semester Exam | |
| Unit 1 | <p>Unit 1: Food science of vitamins, minerals, and protein. Topics include:</p> <ul style="list-style-type: none"> • Vitamins and minerals • Proteins, including novel protein foods and plant-based proteins • Practical experimentation with food formulations e.g., meringues, meat cookery, and plant-based proteins | <p>Two formative internal assessments:</p> <ul style="list-style-type: none"> • Exam • Project Folio | |

| Unit 2 | Unit 2: Food drivers and emerging trends. Topics include: <ul style="list-style-type: none"> • Consumer food trends such as organic foods, GM foods, synthetic proteins, and bush foods • Food labelling legislation and food safety, such as health claims • Practical food experimentation and sensory profiling methods | Two formative internal assessments: <ul style="list-style-type: none"> • Exam • Project Folio | |
|--------|---|---|--|
| Unit | Unit Description | Assessment | |
| | | Internal | External |
| Unit 3 | Unit 3: Food science of carbohydrate and fat. Topics include: <ul style="list-style-type: none"> • Carbohydrate and fat – chemical and functional properties • Practical food experimentation, such as gelatinisation, crystallisation and emulsification eg biscuits, mayonnaises | Summative internal assessment 1: Examination (20%) Summative internal assessment 2: Project – folio (25%) | |
| Unit 4 | Unit 4: Food solution development for nutrition consumer markets. Topics include: <ul style="list-style-type: none"> • Nutrition consumer markets such as health conscious, diabetes, heart disease and pregnancy • Formulating food products to meet the nutritional needs of specific consumer groups e.g., fitness focuses consumers | Summative internal assessment 3: Project – folio (30%) | Summative external assessment: Examination (25%) |

Expenses

Excursions may be arranged if feasible. This will incur a cost for students.

Students must wear covered, non-porous footwear when undertaking cooking activities in school kitchens.

Students will need practical requirements for all units, e.g., food, which may be expensive. For success, students will require participation in practical work.

GENERAL MATHEMATICS

QCAA General Subject

Academic Pre-requisite: B in Year 10 Core Mathematics

Brief Description of Subject:

General Mathematics' major domains are Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices, building on the content of the P–10 Australian Curriculum. General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics. Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities, and cultural backgrounds. They develop the ability to understand, analyse and act regarding social issues in their world.

Pathways:

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science, and the arts. General Mathematics is recommended for students seeking further study, training or work in the technical trades, tourism and hospitality, and administrative and managerial employment in a wide range of industries. It is also suitable as a precursor to tertiary studies in subjects with a moderate demand in mathematics.

Course Overview

| Unit | Unit Description | Assessment |
|------------|--|---|
| Unit 1 | <p>Money, measurement, and relations</p> <ul style="list-style-type: none"> • Topic 1: Consumer arithmetic • Topic 2: Shape and measurement • Topic 3: Linear equations and their graphs | <p>Internal Assessment (FA1): Problem Solving & Modelling Task</p> <p>Internal Assessment 2 (FA2): Internal examination</p> |
| Unit 2 | <p>Applied trigonometry, algebra, matrices, and univariate data</p> <ul style="list-style-type: none"> • Topic 1: Applications of trigonometry • Topic 2: Algebra and matrices • Topic 3: Univariate data analysis | <p>Internal Assessment 3 (FA3): Internal examination</p> <p>Internal Assessment 4 (FA4): Internal examination</p> |
| Unit 3 & 4 | <p>Bivariate data, sequences and change, and Earth geometry</p> <ul style="list-style-type: none"> • Topic 1: Bivariate data analysis • Topic 2: Time series analysis • Topic 3: Growth and decay in sequences • Topic 4: Earth geometry and time zones <p>Investing and networking</p> <ul style="list-style-type: none"> • Topic 1: Loans, investments, and annuities • Topic 2: Graphs and networks • Topic 3: Networks and decision mathematics | <p>Internal Assessment 1 (IA1 - 20%): Problem Solving & Modelling Task</p> <p>Internal Assessment 2 (IA2 - 15%): Internal examination</p> <p>Internal Assessment 3 (IA3 - 15%): Internal examination</p> <p>External Assessment (EA - 50%): External examination <i>Note: Unit 3 & 4 content will be assessed on the external examination</i></p> |

Detailed information regarding the subject matter students will study in General Mathematics is available from the QCAA website:

<https://www.qcaa.qld.edu.au/senior/senior-subjects/mathematics/general-mathematics/syllabus>

Expenses:

Students are expected to provide their own scientific calculator (preferably Casio).

A digital or physical textbook is included as part of the Student Resource Scheme while studying General Mathematics.

There are excursions, tournaments, and competitions in which students will be able to participate. The cost will be approximately \$10 per event, although the school may subsidise these events.

GEOGRAPHY (GEG)

QCAA General Subject

Academic Pre-requisite: B in year 10 English AND B in year 10 Humanities OR B in year 10 Science

Brief Description of Subject:

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

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

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

Course Overview

| Unit | Unit Description | Assessment |
|------------------|---|--|
| Year 10 Sem 2 | Introduction to Geography – Climate change and natural disasters | Investigation – data report Examination – combination response |
| Unit 1 | Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none"> Natural disasters and spatial technology | Examination – combination response Investigation – field report |
| Unit 2 | Planning sustainable places <ul style="list-style-type: none"> Urban & Rural zones Megacities | Investigation – data report Examination – combination response |
| Unit 3 | Responding to land cover transformations <ul style="list-style-type: none"> Fieldwork. Biophysical environment over time | Examination – combination response Investigation – field report |
| Unit 4 | Managing population change <ul style="list-style-type: none"> Responding to demands of increasing populations. | Investigation – data report External Examination – combination response |

Expenses:

Materials will be required as per the Stationery Requirements list.

One excursion per year, at a moderate cost, is planned to develop field skills.

JAPANESE (JAP)

QCAA General Subject

Academic Pre-requisite: C Year 10 Japanese & B in Year 10 English

Brief Description of Subject:

The subject Japanese focuses on both language and culture. Learning Japanese is an opportunity for students to develop their communication skills and become active participants in constructing and understanding written, spoken, and visual texts. It also helps students reflect on their understanding of the language and the communities that use it, promoting intercultural understanding and sensitivity. Students in Japanese will reflect, explore and communicate their own aspirations, values, opinions, ideas and relationships. The personalisation of each student's learning creates a stronger connection with the language. Acquiring an additional language requires critical and creative thinking, problem-solving, and intellectual flexibility, skills that are valuable in the 21st century. Communication in an additional language expands students' horizons and opportunities as global citizens.

This subject develops students' skills in reading, writing, speaking and listening in Japanese using a variety of literary and non-literary texts. Through studying this subject, students come to appreciate the customs, traditions and culture of Japanese society as well as how to communicate in a foreign language.

This syllabus is designed for students who wish to study Japanese as an additional language and who have studied the P–10 Australian Curriculum: Japanese or similar. Other students with less formal language learning experience may also be able to meet the requirements of the syllabus successfully.

Course Overview

| Unit | Unit Description | Assessment |
|--------|---|---|
| Unit 1 | My World: 1.1 Family/carers and friends 1.2 Lifestyle and leisure Education | Formative Assessment 1 (FA1): Combination Response Exam Part 1: Short Response in English Part 2: Extended Response in Japanese |
| Unit 2 | Exploring Our World: 2.1 Travel 2.2 Technology and media 2.3 The contribution of Japanese culture to the world | Formative Assessment 2 (FA2): Extended Response |
| Unit 3 | Our Society: 3.1 Roles and relationships 3.2 Socialising and connecting with my peers 3.3 Groups in society | Summative Internal Assessment 1 (IA1): Short Response (15%) Summative Internal Assessment 2 (IA2): Combination Response (30%) Session 1 Part 1: Short Response Exam – Analysing Japanese text in English Session 1 Part 2: Extended Response – Creating Japanese text with Japanese stimulus Session 2: Unprepared Response – Exchanging information and ideas in Japanese |
| Unit 4 | My Future: 4.1 Finishing secondary school, plans and reflections 4.2 Responsibilities and moving on | Summative Internal Assessment 3 (IA3): Extended Response (30%) Summative External Assessment (EA): Combination Response Exam (25%) |

Expenses

A textbook is included as part of the Student Resource Scheme while studying Japanese. Students should provide sufficient stationery and a BYOD to complete and store their work. Students without access to the internet at home will benefit from the provision of a USB stick.

LEGAL STUDIES (LEG)

QCAA General Subject

Academic Pre-requisite: B in year 10 English, B in year 10 Humanities

Brief Description of Subject:

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.

Course Overview

| Unit | Unit Description | Assessment |
|------------------|---|--|
| Year 10 Sem 2 | Legal foundations – Justice in the 21 st Century | Investigation – inquiry report Investigation – argumentative essay |
| Unit 1 | Beyond Reasonable Doubt – Crime and the Law | Examination – combination response Investigation – inquiry report |
| Unit 2 | Balance of Probabilities – Civil law disputes | Investigation – argumentative essay Examination – combination response |
| Unit 3 | Law, governance, and change – government and law reform | Examination – combination response Investigation – inquiry report |
| Unit 4 | Human rights in legal contexts | Investigation – argumentative essay External Examination – combination response |

Expenses

One excursion per year at a moderate cost may be planned.

MATHEMATICAL METHODS

QCAA General Subject

Academic Pre-requisite: B in Year 10 Extension Mathematics

Brief Description of Subject:

Mathematical Methods' major domains are Algebra, Functions, Relations and their graphs, Calculus and Statistics. Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators, and problem-solvers.

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

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

Pathways:

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

Course Overview

| Unit | Unit Description | Assessment |
|--------|--|--|
| Unit 1 | Algebra, statistics, and functions <ul style="list-style-type: none"> • Topic 1: Arithmetic and geometric sequences and series 1 • Topic 2: Functions and graphs • Topic 3: Counting and probability • Topic 4: Exponential functions 1 • Topic 5: Arithmetic and geometric sequences 2 | Internal Assessment 1 (FA1): Problem Solving & Modelling Task Internal Assessment 2 (FA2): Internal examination |
| Unit 2 | Calculus and further functions <ul style="list-style-type: none"> • Topic 1: Exponential functions 2 • Topic 2: The logarithmic function 1 • Topic 3: Trigonometric functions 1 • Topic 4: Introduction to differential calculus • Topic 5: Further differentiation and applications 1 • Topic 6: Discrete random variables 1 | Internal Assessment 3 (FA3): Internal examination Internal Assessment 4 (FA4): Internal examination |

| | | |
|---------------|--|---|
| Unit 3 & 4 | Further calculus <ul style="list-style-type: none"> • Topic 1: The logarithmic function 2 • Topic 2: Further differentiation and applications 2 • Topic 3: Integrals | Internal Assessment 1 (IA1 - 20%): Problem Solving & Modelling Task Internal Assessment 2 (IA2 - 15%): Internal examination |
| | Further functions and statistics <ul style="list-style-type: none"> • Topic 1: Further differentiation and applications 3 • Topic 2: Trigonometric functions 2 • Topic 3: Discrete random variables 2 • Topic 4: Continuous random variables and the normal distribution • Topic 5: Interval estimates for proportions | Internal Assessment 3 (IA3 - 15%): Internal examination External Assessment (EA - 50%): External examination <i>Note: Unit 3 & 4 content will be assessed on the external examination</i> |

Detailed information regarding the subject matter students will study in Mathematical Methods is available from the QCAA website:

<https://www.qcaa.qld.edu.au/senior/senior-subjects/mathematics/mathematics-methods/syllabus>

The Mathematical Methods course requires the use of a significant amount of algebra. Students should have a strong foundation in algebra when choosing to undertake this course.

Expenses:

A digital or physical textbook and Casio graphing calculator are included as part of the Student Resource Scheme while studying Mathematical Methods.

There are excursions, tournaments and competitions in which students will be able to participate. The cost will be approximately \$10.00 per event, although the school may subsidise some of these.

MODERN HISTORY

QCAA General Subject

Academic Pre-requisite: B in Year 10 English, B in Year 10 Humanities

Brief Description of Subject:

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

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

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

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

Course Overview

| Unit | Unit Description | Assessment |
|------------------|--|---|
| Year 10 Sem 2 | Introduction to Modern History – Ideas and Movements <ul style="list-style-type: none"> Arab Spring & Xinhua Revolution | Investigation – independent source investigation Historical Essay |
| Unit 1 | Ideas in the Modern World <ul style="list-style-type: none"> The French Revolution 1789–1799 Russian Revolution, 1905-1920s | Essay in response to historical sources Investigation – independent source investigation |
| Unit 2 | Movements in the Modern World <ul style="list-style-type: none"> Australian Indigenous rights movement since 1967 Independence movement in India, 1857–1947 | Investigation – historical essay based on research Exam – short responses to historical sources |
| Unit 3 | National experiences in the Modern World <ul style="list-style-type: none"> China, 1931–1976 Germany, 1914–1945 | Essay in response to historical sources Investigation – independent source investigation |
| Unit 4 | International experiences in the Modern World <ul style="list-style-type: none"> Cold War, 1945–1991 Australian engagement with Asia since 1945 | Investigation – historical essay based on research External exam – short responses to historical sources |

Expenses:

Materials will be required as per the Stationery Requirements list.

MUSIC

QCAA General Subject

Academic Pre-requisite: B in Year 10 English, B standard in Junior Music or private music tuition is recommended

Brief Description of Subject:

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology). In Music, students develop highly transferable skills and the capacity for flexible thinking and doing. A study of music provides students with opportunities to develop their intellect and personal growth and to contribute to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers, and audiences. Studying music provides the basis for rich, lifelong learning.

Please note that this is a performance subject and students will be required to perform virtually or in front of an audience of peers or public.

Course Overview

| Unit | Unit Description | Assessment |
|------------------|--|--|
| Year 10 Sem 2 | <p>Year 10 Themes in Music</p> <p>Music often portrays a story or message and conveys meaning. This is done in <i>composition</i> and <i>performance</i> through the application of music elements, compositional ideas, and expressive communication of meaning. Study of repertoire exploring student understanding of skills and techniques applied to communicate such meaning will aim to develop student's skills to respond analytically to music in a variety of formats, evaluate and synthesise findings.</p> | <p>Responding - Exam</p> <p>Making/Composing</p> <p>Making/Performing</p> <p>Integrated Project – Responding and Making</p> |
| Unit 1 | <p>Year 11 Designs</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p> <p>Students engage with a variety of repertoire to develop a greater awareness of the stylistic considerations that inform the music they compose and perform.</p> | <p>Internal assessment 1 (IA1): Performance (20%)</p> <p>Internal assessment 2 (IA2): Composition (20%)</p> |
| Unit 2 | <p>Year 11 Identities</p> <p>How do musicians use their understanding of music elements, concepts, and practices to communicate cultural, political, social, and personal identities when performing, composing and responding to music?</p> <p>In this unit, students will develop their understanding about the expression of identity in music through exploration of repertoire in the following contexts: cultural, political, social, personal.</p> | <p>Internal assessment 3 (IA3): Integrated Project (35%)</p> <p>Internal assessment 4 (IA4): Examination – Extended Response (35%)</p> |

| Unit | Unit Description | Assessment |
|--------|--|---|
| Unit 3 | <p>Year 12 Innovations How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p> <p>In this unit, students make and respond to music that demonstrates innovative use of music elements and concepts and learn about how these ideas are used to communicate new meanings. They study the ways in which music traditions have been challenged, further developed, or reconceptualised to represent, reflect, and even shape cultural, societal, and technological change.</p> | <p>Internal assessment 1 (IA1): Performance (20%)</p> <p>Internal assessment 2 (IA2): Composition (20%)</p> |
| Unit 4 | <p>Year 12 Narratives How do musicians manipulate music elements to communicate narrative when performing, composing, and responding to music?</p> <p>In this unit, students develop their understanding about the expressive powers of music to convey narrative through setting (in time and place), characterisation, drama and/or action, mood or atmosphere in film and television, video games, music theatre, opera, and program music.</p> | <p>Internal assessment 3 (IA3): Integrated Project (35%)</p> |
| | <p>Year 12 Units 3 and 4</p> | <p>External assessment (EA): Examination (25%)</p> |

Expenses

Students may be required to attend live performances, workshops, music camps and tours, which may incur a cost. See Music teacher for more details.

MUSIC EXTENSION (YEAR 12 ONLY)

QCAA General Subject

Academic Pre-requisite: Students are required to undertake Year 11 and 12 Music

Brief Description of Subject:

Music Extension (Performance/Composition/Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise.

Students select one specialisation only and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

Course Overview

| Unit | Unit Description | Assessment |
|------------|--|--|
| Unit 1 & 2 | <p>Year 12</p> <p>Explore:</p> <p>Key idea 1: Initiate best practice</p> <p>Key idea 2: Consolidate best practice</p> | <p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> • Composition 1 20 % <p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> • Composition 2 20 % |
| Unit 3 & 4 | <p>Year 12</p> <p>Emerge:</p> <p>Key idea 3: Independent best practice</p> | <p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> • Composition project 35% <p>Summative external assessment (EA):</p> <ul style="list-style-type: none"> • Examination – extended response 25% |

Expenses:

Students may be required to attend live performances, workshops which may incur a cost. See teacher for more details.

Complementary Subjects:

General Music

PHYSICAL EDUCATION (PED)

QCAA General Subject

Academic Pre-requisite: B in Year 10 English, recommended B or above for Year 9 or 10 HPE

Brief Description of Subject:

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Physical Education is also delivered through deep learning in three dimensions: about, through and in physical activity contexts.

Students learn through experience using the 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. This course of study is based on the Physical Education (2019) Syllabus, which is available from <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/redev-snr-syllabus>

Students must be prepared to engage in both physical and written tasks in **ALL** lessons, as often these will be integrated.

Course Overview

| Unit | Unit Description | Assessment |
|------------------|--|---------------------------------|
| Year 10 Sem 2 | Energy Systems (Netball) | Project – folio |
| | Biomechanics (Badminton) | Examination – combined response |
| Unit 1 | Topic 1: Motor Learning (Volleyball) | Project - folio |
| | Topic 2: Functional Anatomy and Biomechanics (Badminton) | Examination – combined response |
| Unit 2 | Topic 1: Sport Psychology (Netball) | Project – folio |
| | Topic 2: Equity – barriers and enablers | Investigation - report |
| Unit 3 | Topic 1: Tactical Awareness (Volleyball) | Project – folio |
| | Topic 2: Ethics and integrity | Investigation – report |
| Unit 4 | Topic: Energy, fitness, and training (Netball) | Project – folio |
| | | Examination – combined response |

* Please note: Units in Year 11 and 12 may not be delivered in the order prescribed above.

Expenses

There may be extra minor costs associated with excursions and incursions.

PHYSICS

QCAA General Subject

Academic Pre-requisite: B in Year 10 Science, B in Year 10 Maths Extension

Brief Description of Subject:

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. 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. Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. This course of study is based on the recently developed Physics Syllabus, which is available from <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/redev-snr-syllabus>

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

Students entering this subject must understand that it is a highly academically demanding study. Physics is primarily a pre-tertiary course. Maximum learning engagement in class and significant amounts of work out of class are essential for success. Four hours of quality out of class work per week would be an average commitment.

Course Overview

| Unit | Unit Description | Assessment | |
|------------------|--|---|---|
| | | Internal | External |
| Year 10 Sem 2 | Preparation for Physics <ul style="list-style-type: none"> Data, Measurement, Density Heating Processes Electrical Circuits. | Data Test Student experiment Research Task End of Semester Exam | |
| Unit 1 | Unit 1: Thermal, nuclear, & electrical physics <ul style="list-style-type: none"> Heating processes Ionising radiation & nuclear reactions Electrical circuits | Formative assessment(s) Possible items: Data test Student experiment | |
| Unit 2 | Unit 2: Linear motion & waves <ul style="list-style-type: none"> Linear motion & force Waves | Formative assessment(s) Possible items: Research investigation Examination | |
| Unit 3 | Unit 3: Gravity & electromagnetism <ul style="list-style-type: none"> Gravity & motion Electromagnetism | Summative assessment 1: Data test (10%) Summative assessment 2: Student experiment (20%) | Summative assessment: Examination (50%) |
| Unit 4 | Unit 4: Revolutions in modern physics <ul style="list-style-type: none"> Special relativity Quantum theory The Standard Model | Summative assessment 3: Research investigation (20%) | |

Expenses:

Students are expected to have a BYOD.

PSYCHOLOGY

QCAA General Subject

Academic Pre-requisite: B in Year 10 English, B in Year 10 Science

Brief Description of Subject:

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.

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. This course of study is based on the recently developed Psychology Syllabus, which is available from <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/redev-snr-syllabus>

Students entering this subject must understand that it is an academically demanding study. Psychology places a heavy emphasis on research and scientific processes. Students are given some class time to carry out investigations and research background information for assessment tasks but work at home is essential. A homework load of at least 2 - 3 hours per week would be necessary to be successful in Psychology.

Course Overview

| Unit | Unit Description | Assessment | |
|------------------|--|---|----------|
| | | Internal | External |
| Year 10 Sem 2 | Preparation for Psychology <ul style="list-style-type: none"> Human behaviour, thoughts, experiences, and perceptions. Biological structures and processes that make behaviour and thinking possible, specifically the workings of the nervous system, neurotransmitters and the brain. Skills to be able to describe and explain scientific concepts and theories and analyse results and data. | Data Test Student experiment Research Task End of Semester Exam | |
| Unit 1 | Unit 1: Individual development <ul style="list-style-type: none"> Psychological science A The role of the brain Cognitive development Human consciousness and sleep | Formative assessment(s) Possible items: Data test Student experiment | |
| Unit 2 | Unit 2: Individual behaviour <ul style="list-style-type: none"> Psychological science B Intelligence Diagnosis Psychological disorders and treatments Emotion and motivation | Formative assessment(s) Possible items: Research investigation Examination | |

| | | | |
|--------|---|---|---|
| Unit 3 | Unit 3: Individual thinking <ul style="list-style-type: none"> • Localisation of function in the brain • Visual perception • Memory • Learning | Summative assessment 1: Data test (10%) Summative assessment 2: Student experiment (20%) | Summative assessment: Examination (50%) |
| Unit 4 | Unit 4: The influence of others <ul style="list-style-type: none"> • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology | Summative assessment 3: Research investigation (20%) | |

Expenses

There may be the opportunity to visit a Psychology department at a Brisbane university in Year 12. Students will need to cover transport costs.

Students are expected to have a BYOD.

SPECIALIST MATHEMATICS

QCAA General Subject

Academic Pre-requisite: B in Year 10 Extension Mathematics

Academic Co-requisite: Mathematical Methods

Brief Description of Subject:

Specialist Mathematics' major domains are Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus. Specialist Mathematics is designed for students to develop confidence in their mathematical knowledge and ability and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty, and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity, and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty, and variation. Matrices, complex numbers, and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours. Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems, and explaining reasoning.

Pathways:

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

Course Overview

| Unit | Unit Description | Assessment |
|------------|---|--|
| Unit 1 | Combinatorics, vectors, and proof <ul style="list-style-type: none"> Topic 1: Combinatorics Topic 2: Vectors in the plane Topic 3: Introduction to proof | Internal Assessment 1 Formative internal examination Internal Assessment 2 Formative internal examination |
| Unit 2 | Complex numbers, trigonometry, functions, and matrices <ul style="list-style-type: none"> Topic 1: Complex numbers 1 Topic 2: Trigonometry and functions Topic 3: Matrices | Internal Assessment 3 Formative internal examination Internal Assessment 4 Formative internal examination |
| Unit 3 & 4 | Mathematical induction, and further vectors, matrices, and complex numbers <ul style="list-style-type: none"> Topic 1: Proof by mathematical induction Topic 2: Vectors and matrices Topic 3: Complex numbers 2 Further statistical and calculus inference <ul style="list-style-type: none"> Topic 1: Integration and applications of integration Topic 2: Rates of change and differential equations Topic 3: Statistical inference | Internal Assessment 1 (20%): Summative Problem Solving & Modelling Task Internal Assessment 2 (15%): Summative internal examination Internal Assessment 3 (15%): Summative internal examination External Assessment (50%): Summative external examination <i>Note: Unit 3 & 4 content will be assessed</i> |

Expenses:

A textbook and Casio graphing calculator are included as part of the Resource Hire Scheme while studying Specialist Mathematics.

There are excursions, tournaments and competitions in which students will be able to participate. The cost is approximately \$10.00 per event, although the school may subsidise some of these.

Complementary Subjects:

Mathematical Methods

APPLIED SUBJECTS

DRAMA IN PRACTICE

QCAA Applied Subject

Academic Pre-requisite: NIL (Year 10 Drama is beneficial but not compulsory)

Brief Description of Subject

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 local community contexts and, 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.

Please note that this is a performance subject and students will be required to perform in front of an audience of peers or public.

Course Overview

| Unit | Unit Description | Assessment |
|------------------|---|--|
| Year 10 Sem 2 | <p>How can we use Drama to promote shared understanding of the human experience?</p> <ul style="list-style-type: none"> • Study of Verbatim Theatre. • Associated conventions of styles and texts <p>How can we use Drama to reflect the human condition?</p> <ul style="list-style-type: none"> • Exploration of Magical Realism • Associated conventions of styles and texts | <p>Project</p> <p>Extended response under exam conditions.</p> <p>Group Performance.</p> |
| Unit 1 | <p>Year 11 - Collaboration</p> <p>Students are provided with opportunities to participate in the collaborative process in Drama, taking a theatrical work from a brief to a performance.</p> | <p>Directorial project – Collaboration</p> <p>Performance – Collaboration</p> |
| Unit 2 | <p>Year 11 – Community</p> <p>Students work in the role of theatre-maker as deviser and actor. In the role of deviser, students identify a community context, explore stories and personal narratives through practical workshops/interviews, and realise the potential of these stimulus materials to create original devised drama works for school or community events. As actors, students perform original devised work for an identified community.</p> | <p>Devising project – Community</p> <p>Performance – Community</p> |
| Unit 3 | <p>Year 12 – Contemporary</p> <p>Students work as theatre-maker in the roles of director and actor. In the role of director, students are provided with teacher-selected published script stimulus and evaluate the use of a contemporary performance convention to communicate ideas. They explore the impact of technologies on theatre practice through viewing performance works in a variety of contemporary styles and experiment with making artistic intention through the creation of drama works. In the role of actor, students present a contemporary performance.</p> | <p>Directorial project – Contemporary</p> <p>Performance – Contemporary</p> |

| Unit | Unit Description | Assessment |
|--------|---|--|
| Unit 4 | Year 12 – Commentary Students work as theatre-maker in role as deviser and actor. In the role of deviser, students create a devised scene with their peers that makes comment on a social issue. In the role of actor, students perform for a specified audience in a teacher-directed collage drama that makes comment on the world around them. | Devising project – Commentary Performance – Commentary |

Expenses:

Students will attend live performances (approximately \$10-20 each) of professional theatre. This will help students develop their understanding of this subject, and will usually be linked to an assessment item.

An overnight Drama Camp or extended workshop may carry an additional cost in Year 12 only of approximately \$120.

ENGINEERING SKILLS

QCAA Applied Subject

Academic Pre-requisite: Nil

Behaviour Pre-requisite: Student must be able to demonstrate safe behaviour suitable for the industry.

Brief Description of Subject:

Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry.

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

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

Pathways:

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.

This course of study is based on the Engineering Skills (2019) Syllabus available from <https://www.qcaa.qld.edu.au/senior/subjects>

Students entering Engineering skills must understand that this subject has academic and practical demands. Students are given some class time to carry out the academic assessment tasks but work at home is essential. The focus of this course is to gain practical skills and knowledge of manufacturing practices. A homework load of at least 1 -2 hours per week would be necessary to be successful in Engineering Skills.

Course Overview

| Unit | Unit Description | Assessment |
|------------------|--|--|
| Year 10 Sem 2 | Year 10 Introduction to Manufacturing | Students demonstrate production skills and procedures in class under teacher supervision. |
| Unit 1 | Year 11 Engineering Industry Safety, production processes and product quality Project – Folding Shovel Practical demonstration – Picnic Table | Students produce a Practical demonstrate and Project in class under teacher supervision. Students will produce a digital journal for the practical demonstration and a 6 A4 page Non- verbal Multimodal folio for the project. |
| Unit 2 | Year 11 Communication and teamwork in engineering enterprises Project – Basic Sheet Metal Toolbox Practical demonstration – G Clamp | Students produce a Practical demonstrate and Project in class under teacher supervision. Students will produce a digital journal for the practical demonstration and a 6 A4 page Non- verbal Multimodal folio for the project. |

| Unit | Unit Description | Assessment |
|--------|--|--|
| Unit 3 | Year 12 Welding and fabrication enterprise Project – Metal Brazier Practical demonstration – Wall Bracket | Students produce a Practical demonstrate and Project in class under teacher supervision. Students will produce a digital journal for the practical demonstration and an 8 A4 page Non-verbal Multimodal folio for the project. |
| Unit 4 | Year 12 Working cooperatively in engineering workplaces Project- Waterproof Toolbox Practical demonstration – A set of gate hinges | Students produce a Practical demonstrate and Project in class under teacher supervision. Students will produce a digital journal for the practical demonstration and an 8 A4 page Non-verbal Multimodal folio for the project. |

Expenses:

Students will need to provide and maintain their own safety footwear, eye and ear protection.

An electronic device such as a laptop and USB flash drive are a mandatory part of the course.

ESSENTIAL ENGLISH

QCAA Applied Subject

Academic Pre-requisite: Nil

Brief Description of Subject:

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.

This course of study is based on the 2019 Essential English Syllabus which is available from <https://www.qcaa.qld.edu.au/downloads/portal/syllabuses>.

Students entering this subject should understand that it is a less academically demanding study than the General subject of English. Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every-day, social, community, further education, and work- related contexts.

Course Overview

| Unit | Unit Description | Assessment |
|--------|--|---|
| Unit 1 | Language that works <ul style="list-style-type: none"> Responding to a variety of texts used in and developed for a work context | Creating spoken and written texts, including a written exam |
| Unit 2 | Texts and human experiences <ul style="list-style-type: none"> Responding to reflective and nonfiction texts that explore human experiences | Creating multimodal and written texts |
| Unit 3 | Language that influences <ul style="list-style-type: none"> Creating and shaping perspectives on community, local and global issues in texts Responding to texts that seek to influence audiences | Creating spoken and written texts, including a written exam |
| Unit 4 | Representations and popular culture texts <ul style="list-style-type: none"> Responding to popular culture texts Creating representations of Australian identifies, places, events, and concepts | Creating multimodal and written texts |

Expenses:

All students are expected to have a BYOD, and students will also need to provide various stationery requirements such as books, pens etc.

ESSENTIAL MATHEMATICS

QCAA Applied Subject

Academic Pre-requisite: Nil

Brief Description of Subject:

Essential Mathematics' major domains are Number, Data, Location and Time, Measurement and Finance. Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations, and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

Pathways:

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

Course Overview

| Unit | Unit Description | Assessment |
|------------|---|--|
| Unit 1 | Number, data, and graphs Fundamental topic: Calculations <ul style="list-style-type: none"> Topic 1: Number Topic 2: Representing data Topic 3: Graphs | Internal Assessment 1 (25%): Formative Problem Solving & Modelling Task Internal Assessment 2 (25%): Formative internal examination |
| Unit 2 | Money, travel, and data Fundamental topic: Calculations <ul style="list-style-type: none"> Topic 1: Managing money Topic 2: Time and motion Topic 3: Data collection | Internal Assessment 3 (25%): Formative Problem Solving & Modelling Task Internal Assessment 4 (25%): Formative internal examination |
| Unit 3 & 4 | Measurement, scales, and data Fundamental topic: Calculations <ul style="list-style-type: none"> Topic 1: Measurement Topic 2: Scales, plans and models Topic 3: Summarising and comparing data Graphs, chance, and loans Fundamental topic: Calculations <ul style="list-style-type: none"> Topic 1: Bivariate graphs Topic 2: Probability and relative frequencies Topic 3: Loans and compound interest | Internal Assessment 1 (25%): Summative Problem Solving & Modelling Task Internal Assessment 2 (25%): Summative common internal assessment (CIA) Internal Assessment 3 (25%): Summative Problem Solving & Modelling Task Internal Assessment 4 (25%): Summative internal examination |

Expenses:

Students are expected to provide their own scientific calculator (preferably Casio). A textbook and worksheets are included as part of the Resource Hire Scheme while studying Essential Mathematics.

There are excursions, tournaments and competitions in which students will be able to participate. The cost will be approximately \$10 per event, although the school may subsidise these events.

FASHION

QCAA Applied Subject

Academic Pre-requisite: Nil

Brief Description of Subject:

Fashion explores what underpins fashion culture, technology, and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand, and interpret fashion trends; and examine how the needs of different markets are met. Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

This course of study is based on the Fashion Syllabus which is available from <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/redev-snr-syll>

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Assessment is primarily based on the student's work folio and extended investigations, so students will get the most out of this subject if they can carry out practical tasks with minimal direct supervision and be able to plan and prepare work in a self-directed manner.

Course Overview:

| Unit | Unit Description | Assessment |
|------------------|---|---|
| Year 10 Sem 2 | Preparation for Fashion: <ul style="list-style-type: none"> Sewing and illustration basics Bag and shorts construction | <ul style="list-style-type: none"> Project folio – bag Project folio - shorts |
| Unit 1 | Fashion Designers | Three assessments including: <ul style="list-style-type: none"> Project – design and sew fashion items reminiscent of a selected designer Extended response magazine article on contemporary trends in adornment Project – design and construct hats, fascinators, jewellery or wearable art |
| Unit 2 | Artwear | |
| Unit 3 | Fashion Collections What's old is new again! | <ul style="list-style-type: none"> Project folio – design and construct a fashion collection Produce – create fashion illustrations using historical design elements |
| Unit 4 | Sustainable Fashion | <ul style="list-style-type: none"> Extended response: Sustainable fashion Project folio – design and construct fashion items that demonstrate use of sustainable practices. |

Expenses:

Students will need to provide materials, patterns, embellishments, and basic equipment/stationery.

INDUSTRIAL TECHNOLOGY SKILLS

QCAA Applied Subject Academic Pre-requisite: Nil

Behaviour Pre-requisite: Student must be able to demonstrate safe behaviour suitable for the industry.

Brief Description of Subject:

This course of study is based on the Industrial Technology Skills Syllabus 2019 which is available from <https://www.qcaa.qld.edu.au/senior/subjects>. Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written, and graphical modes; organise, calculate, and plan production processes; and evaluate the products they create using predefined specifications. Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated, and safe individuals who can work with colleagues to solve problems and complete practical work.

Students entering this subject must understand that it is a hands manufacturing subject. Students are given class time to carry out projects and research background information for assessment tasks.

Course Overview

| Unit | Unit Description | Assessment |
|------------------|--|---|
| Year 10 Sem 2 | Year 10 Project -Single Leg Table Practical Demonstration - Salt Box | Practical project and work booklet |
| Unit 1 | Year 11 Introduction to manufacturing Safety exam Project- coffee table | Examination – short response and multiple choice Students produce a Practical demonstrate and Project in class under teacher supervision. Students will produce a digital journal for the practical demonstration and a 6 A4 page Non-verbal Multimodal folio for the project. |
| Unit 2 | Year 11 Furnishing industry production processes and product quality Practical demonstration – Tiled photo frame Project – Brick BBQ (Group Project) Assignment - Landscaping | Students produce a Practical demonstrate and Project in class under teacher supervision. Students will produce a digital journal for the practical demonstration and a 6 x A4 page Non-verbal Multimodal folio for the project. |
| Unit 3 | Year 12 Introduction to building and construction Project – Deck Chair Practical Demonstration – Spice Rack | Students produce a Practical demonstrate and Project in class under teacher supervision. Students will produce a digital journal for the practical demonstration and a 6 x A4 page Non-verbal Multimodal folio for the project. |
| Unit 4 | Year 12 Furnishing industry production processes and product quality Project – Picnic Table (Group Project) | Students produce a Practical demonstrate and Project in class under teacher supervision. Students will produce a digital journal for the practical demonstration and a 6 x A4 page Non-verbal Multimodal folio for the project. |

Expenses:

Students will need to provide and maintain their own safety footwear, eye, and ear protection. An electronic device such as a laptop and USB flash drive are a mandatory part of the course.

INFORMATION AND COMMUNICATION TECHNOLOGY

QCAA Applied Subject

Academic Pre-requisite: Nil

Brief Description of Subject:

Information & Communication Technology (ICT) includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. 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. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products.

The study of a Digital Technologies subject in Year 10 is not a pre-requisite, however it is useful preparation for this subject.

Course Overview

| Unit | Unit Description | Assessment |
|------------------|---|---|
| Year 10 Sem 2 | Information and Communication Technology Prep <ul style="list-style-type: none"> Introduction to graphic design principles | <ul style="list-style-type: none"> Product Prop Project |
| Unit 1 | Digital Imaging and Modelling In this unit, students explore digital imaging and modelling industry practices, standards and processes. Students produce a low-fidelity digital imaging and modelling prototype for a product proposal in response to a client brief. They use feedback and information from this product proposal to produce a final outcome | <ul style="list-style-type: none"> Product Proposal Project |
| Unit 2 | Layout and publishing In this unit, students explore layout and publishing industry practices, standards and processes. Students produce a low-fidelity layout and publishing prototype for a product proposal in response to a client brief and technical information. Students then use this process to produce a high fidelity layout prototype. | <ul style="list-style-type: none"> Product Proposal Project |
| Unit 3 | Audio and Video Production In this unit, students explore audio and video production industry practices, standards and processes. Students produce a low-fidelity audiovisual product prototype for a product proposal in response to a client brief and technical information. Students develop this design further into a finalized product. | <ul style="list-style-type: none"> Product Proposal Project |
| Unit 4 | Web Development In this unit, students explore web development industry practices, standards and processes. Students produce a low-fidelity web application prototype for a product proposal in response to a client brief and technical information. Student then evolve this original design into a finalized prototype. | <ul style="list-style-type: none"> Product Proposal Project |

Expenses:

Excursion costs are to be determined as the need arises. It is expected that all students will have a BYOD

MEDIA ARTS IN PRACTICE (MAP)

QCAA Applied Subject Academic

Pre-requisite: Nil

Brief Description of Subject:

Media Arts in Practice (MAP) parallels real life employment experiences with students curating their final exhibitions. Students learn to be ethical, responsible users of digital technologies becoming aware of the social, environmental, and legal impacts of their actions and practices. Students have the opportunity to demonstrate their knowledge and understanding of media arts practices to communicate artistic intention through the use of media technologies and techniques. 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. In responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making.

Students will need to have the ability to work independently and behave in a mature and responsible manner. 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. Opportunities for employment could include photographer, graphic designer, publishing industry, Film and TV industry, Web designer, photojournalist, and curator.

Course Overview

| Unit | Unit Description | Assessment |
|------------------|---|--|
| Year 10 Sem 2 | Year 10 <ul style="list-style-type: none"> Introduction to DSLR cameras and Photoshop Workplace health and safety and social ethics | Folio of work Theory research |
| Unit 1 | Year 11 – Personal Viewpoints <ul style="list-style-type: none"> Students explore the relationship between media arts and the development of their own and others' social values, attitudes and beliefs. | Project – Personal viewpoints Media Artwork – Personal viewpoints |
| Unit 2 | Year 11 – Representations <ul style="list-style-type: none"> 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 representations for different platforms. | Project – Representations Media Artwork – Representations |
| Unit 3 | Year 12 – Community <ul style="list-style-type: none"> Students explore the concept of community and the ways media arts can celebrate, advocate for/inform audiences. | Project – Community Media Artwork – Community |
| Unit 4 | Year 12 – Persuasion <ul style="list-style-type: none"> 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. | Project – Persuasion Media Artwork – Persuasion |

Expenses:

Students will need their own SD card, USB, and laptop with Adobe Photoshop.

They will use the school Canon DSLR cameras and film cameras, darkroom equipment, photographic paper, film and chemicals, studio lights and lenses and the A4 photographic paper used in the final exhibition.

A small levy of \$35 will be invoiced to help supplement the costly materials.

If they prefer, a student may bring their own camera on any of the excursions designed for on- location photography.

MUSIC IN PRACTICE

QCAA Applied Subject

Academic Pre-requisite: C standard in Junior Music or private music tuition is recommended

Brief Description of Subject:

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.

Please note that this is a performance subject and students will be required to perform in front of an audience of peers or public.

Course Overview

| Unit | Unit Description | Assessment |
|--------|--|--|
| Unit 1 | Year 11 Unit 1 – Music of Today Students make and respond to contemporary music as they become aware of the musical skills that are integral to performance and composition. They engage with a range of contemporary music genres and styles through the use of virtual platforms. They collaborate with others through school or local community events. | Project – Music of today Performance – Music of today |
| Unit 2 | Year 11 Unit 2 – The Cutting Edge Students develop their understanding of relevant and appropriate music technology. Students encounter music elements and concepts and compositional devices through music technology, leading to opportunities for formation, expression and realisation of musical ideas. | Project – The cutting edge Composition – The cutting edge |
| Unit 3 | Year 12 Unit 3 – Building your Brand Students explore facets of the music industry and develop an understanding of current and emerging music genres and styles to inform the development of their artistic brand as a musician. They analyse music artists' brands across a range of eras and the approaches used to build brands. | Project – Building your brand Composition – Building your brand |
| Unit 4 | Year 12 Unit 4 – 'Live' on Stage! Students explore commercial music for the purpose of understanding the role music plays in the entertainment and media industries of the 21st century. They make, perform, analyse and interpret commercial music and further develop the musical skills that are integral to performance and composition. They collaborate with other students and engage with a variety of music events in the form of live event/streaming platforms. | Project – 'Live' on Stage! Performance – 'Live' on Stage! |

Expenses

Students may be required to attend live performances, workshops which may incur a cost. See Music teacher for more details.

SCIENCE IN PRACTICE

QCAA Applied Subject

Academic Pre-requisite: Nil

Brief Description of Subject:

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Exploring knowledge in Science in Practice involves a systematic way of thinking, involving creative and critical reasoning, to acquire more reliable knowledge. The ability to access, capture and analyse information, including primary and secondary data, and use digital technologies to produce, present, research and interrogate information and manipulate data is integral to building modern scientific knowledge. In Science in Practice, students use applied and inquiry-based approaches to apply this developing knowledge to familiar and unfamiliar situations. This course of study is based on the Science in Practice Syllabus which is available from https://www.qcaa.qld.edu.au/downloads/senior-qce/draft-yllabuses/snr_science_in_prac_24_app_syll.pdf

By studying Science in Practice, students develop an awareness and understanding of the life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, social oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams.

Projects and investigations are key features of Science in Practice. Students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Course Overview

| Unit | Unit Description | Assessment |
|------------------|--|---|
| Year 10 Sem 2 | Preparation for Science in Practice | <ul style="list-style-type: none"> Project Investigation |
| Unit 1 | Unit 1: Australia's Future: Water Quality Explore fundamentals of water supply, including water chemistry, water treatment, catchment studies. | <ul style="list-style-type: none"> Investigation Examination |
| Unit 2 | Unit 2: Sports Science Explore the theoretical and practical insights into the fields of sports medicine – physiology, biomechanics, and sport psychology | <ul style="list-style-type: none"> Collection of work Examination |
| Unit 3 | Unit 3: Road trauma and forensic science Explore situations which confront drivers (expected and unexpected) and how body organs and systems influence responses (drugs, alcohol, age, fatigue). Explore procedures involved in criminal investigations. | <ul style="list-style-type: none"> Investigation Project |
| Unit 4 | Unit 4: Energy Explore types of energy, transfers, and transformations. | <ul style="list-style-type: none"> Investigation Examination |

Expenses

Students are expected to participate in one excursion each year (cost \$10.00 to \$30.00 depending on venue) and transport (for most excursions this will be by train. A Go Card will be required for train travel).

SOCIAL AND COMMUNITY SERVICES

QCAA Applied subject

Academic Pre-requisite: Nil

Academic Co-requisite: Nil

Brief Description of Subject:

Social & Community Studies fosters personal development and social skills that lead to self-management and concern for others. It emphasises appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community. In addition, it empowers students to think critically, creatively and constructively about their future role in society. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Course Overview

| Unit | Unit Description | Assessment |
|------------------|--|--|
| Year 10 Sem 2 | Work environments Healthy choices for mind and body | Investigation Project |
| Unit 1 | Sustainable practices and financial choices: <i>Personal and social principles that relate to sustainability and money management; discuss and explore money management issues</i> | Project and appraisal Extended response (Money Management) |
| Unit 2 | Legal and Digital Citizenship: <i>Investigate aspects of the Australian legal system, exploring how to be an active and informed citizen. Students will also explore the technology use, and its relationship to the law.</i> | Extended response (Law case study) Project (Technology inquiry) |
| Unit 3 | Global Citizenship: <i>Students investigate the contemporary world and their role in constructing a cohesive international society. Legal risks overseas, tourism, and immigration is discussed.</i> | Investigation Solutions-based project |
| Unit 4 | Arts and Identity: <i>Students discuss how the arts contribute to a sense of belonging for individuals, groups and communities and how they contribute to identities.</i> | Project – arts industry Extended Response. |

Expenses:

Nil

SPORT AND RECREATION

QCAA Applied Subject

(IMPORTANT NOTE: Students CANNOT select both Applied Sport and Recreation and Applied Specialist Outdoor Recreation as they are both strands of the Applied Sport and Recreation Syllabus)

Academic Pre-requisite: Nil

Brief Description of Subject:

Sport and recreation activities are a part of the fabric of Australian life and represent growth industries in Australian society. Sport and recreation activities can encompass aspects such as social and competitive sport, fitness programs and outdoor pursuits. These activities are an intrinsic part of Australian culture and for many people, form a substantial component of their leisure time. Participation in sport and recreation can also provide employment opportunities and make positive contributions to a person's total wellbeing.

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

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

This course of study is based on the QCAA Sport and Recreation (2019 v1.0) Syllabus, which is available from <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/redev-snr-syll>

Students must be prepared to engage in both physical and written tasks in **ALL** lessons, as often these will be integrated.

Pathways:

This course provides several pathways for students interested in the Sport, Fitness and Recreation Industry that is recognised as one of Queensland's and Australia's biggest growth sectors.

At the end of Year 12 students may:

- Continue Tertiary study including certificates in the field of Sport and Recreation at higher levels, Diploma Courses; obtain a Sport and Recreation (Operations) Traineeship in areas such as fitness instruction, sports administration, sales and marketing. The school has developed links with local employers.
- Use the knowledge and skills towards other careers or pathways that require similar skills. For example, paramedic, lifeguard, swimming instructor, policing, defence, or teaching.
- Past students have been employed or continued further training towards the following jobs: Paramedic, teaching, nursing, sport coach, lifeguard, swim coach, learn to swim teacher, personal trainer, fitness instructor.

Other Expectations:

Active participation in all lessons is expected.

There are mandatory cost-free offsite learning days involved in the 'coaching and event management' units of study.

Course Overview

| Unit | Unit Description | Assessment |
|------------------|---|--|
| Year 10 Sem 2 | <p>Year 10 Teaching and coaching minor games Students will design a minor game to organise and deliver with their peers</p> <p>Promoting the sport, fitness, and recreation industry Students will develop a promotional piece to market what is on offer in the sport, fitness and recreation industry and its many benefits.</p> | <p>Ongoing assessment of practical skills</p> <p>Extended response - report</p> |
| Unit 1 | <p>Year 11 Lifelong physical activities yoga/Taekwondo Students will demonstrate physical performance in either yoga or Taekwondo contexts</p> <p>Sports Injury management and prevention An exploration of first aid principles and injury management and prevention strategies in sports</p> | <p>Ongoing assessment of practical skills</p> <p>Extended response - report</p> |
| Unit 2 | <p>Year 11 Healthy lifestyles Students will investigate the consequence of living an unbalanced lifestyle and examine the health issues that affect young people today in our local community.</p> <p>Games and sports – tennis/basketball/sof-crosse Students will demonstrate physical performance in a variety of sports and games including basketball, tennis and sof-crosse</p> | <p>Extended response - essay</p> <p>Ongoing assessment of practical skills</p> |
| Unit 3 | <p>Year 12 Health and Safety in sport and technology Students develop an understanding of strength and conditioning fitness requirements and use technology to create a fitness training session that is safe and healthy for a client.</p> <p>Strength and conditioning Students will plan and demonstrate physical performance in a variety of fitness contexts</p> | <p>Extended response - report</p> <p>Ongoing assessment of practical skills</p> |
| Unit 4 | <p>Year 12 Event Management – event coordination Students develop an understanding of policies and procedures involved in event management and organisation and apply this in different physical contexts such as implementing a tournament</p> <p>Games and sports – touch football/volleyball Students will plan and demonstrate physical performance in a variety of touch football/volleyball contexts</p> | <p>Project – tournament delivery</p> <p>Ongoing assessment of practical skills</p> |

Expenses:

There may be extra minor costs associated with minor incursions and excursions.

OUTDOOR RECREATION

QCAA Applied Subject

(IMPORTANT NOTE: Students CANNOT select both Applied Sport and Recreation and Applied Specialist Outdoor Recreation as they are both strands of the Applied Sport and Recreation Syllabus)

Academic Pre-requisite: Nil

Brief Description of Subject:

This subject is a specialist course for outdoor recreation. The outdoor recreation course is committed to providing students with the practical skills, knowledge and experiences that will enable them to experience all aspects of the outdoor recreation industry by the end of Year 12 including camping, snorkelling, canoeing, rock climbing, sports coaching, aquatic lifesaving and obtaining a first aid qualification.

A satisfactory level of swimming ability will be required, and this will be assessed at the start of the course.

Recreation activities are defined as those active pastimes engaged in for the purpose of relaxation, health, and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

This course of study is based on the QCAA Sport and Recreation (2019 v1.0) Syllabus, which is available from <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/redev-snr-syll>

Camps:

Students will experience a variety of camps over the course of 2 years whilst studying Outdoor Recreation and attendance is expected. An additional camp is scheduled during Semester 2 Year 10, to prepare the students for the senior course of study. Study in Semester 2 Year 10, including participation in the camp, is highly recommended but not compulsory.

Year 10: Maroon Outdoor Education Camp

Year 11: Pool Camp (Perform Basic Water rescues and a Provide First Aid course)

Year 12: Island Expedition

Pathways:

This course provides several pathways for students interested in the Recreation Industry that is recognised as one of Queensland's and Australia's biggest growth sectors.

At the end of Year 12 students may:

- Continue Tertiary study including certificates in the field of Sport and Recreation at higher levels, Diploma Courses; obtain a Sport and Recreation (Operations) Traineeship in areas such as fitness instruction, sports administration, sales and marketing. The school has developed links with local employers.
- Use the knowledge and skills towards other careers or pathways that require similar skills. For example, paramedic, lifeguard, swimming instructor, policing, defence, or teaching.
- Past students have been employed or continued further training towards the following jobs: Paramedic, teaching, nursing, sport coach, lifeguard, swim coach, learn to swim teacher, dive master and scuba diving instructor, camp and activity leader and personal trainer.

Course Overview:

| Unit | Unit Description | Assessment |
|------------------|--|---|
| Year 10 Sem 2 | Year 10 Students will experience an introduction into the aspects of outdoor recreation including attending a camp at Maroon Outdoor Education Centre where they will experience activities including canoeing, bushwalking, camping, rock climbing. Students will learn about the sport, fitness and recreation industry and the variety of benefits of being involved in activities within the industry. | Ongoing assessment of practical skills Extended response - report |
| Unit 1 | Year 11 Water safety and lifesaving Students will learn about aquatic rescues and obtain their First Aid certificate and Perform Basic Water Rescues by attending pool camp Sports Injury management and prevention An exploration of first aid principles and aquatic rescues and injury management and prevention strategies | Ongoing assessment of practical skills and pool camp attendance Extended response - report |
| Unit 2 | Year 11 Healthy lifestyles Students will investigate the consequence of living an unbalanced lifestyle and examine the health issues that affect young people today in our local community with a focus on community recreation. Canoeing skills Students will demonstrate physical performance in a variety canoeing contexts using the local river and learn paddle techniques, canoe safety and rescue/recovery techniques | Extended response - Essay Ongoing assessment of practical skills |
| Unit 3 | Year 12 Expedition Preparation - Island camp Students evaluate their own personal success to plan and prepare for an island expedition for snorkelling and camp out. Snorkelling Students will plan and demonstrate physical performance in a variety of snorkelling contexts both in the school pool and during Island Camp | Extended response - report Ongoing assessment of practical skills both at school and during Island Camp |
| Unit 4 | Year 12 Event Management – event coordination Students develop an understanding of policies and procedures involved in event management and organisation and apply this in different physical contexts such as implementing a tournament and organising coaching sessions with the local primary school Rock climbing Students will plan and demonstrate physical performance in a variety of rock-climbing contexts | Project – event organisation – primary school coaching Ongoing assessment of practical skills |

Expenses:

NB Camps are a major assessment item and as such, are an essential component of this course.

Approximate costs (including the year 10 camp) will be:

| | |
|-----------------------|----------------|
| Maroon Camp (year 10) | \$250 - \$300 |
| Pool Camp (year11) | \$150 - \$200 |
| Island Camp (year 12) | \$900 - \$1000 |

Swimming equipment such as a wet shirt is compulsory with goggles recommended.

TOURISM

QCAA Applied subject

Academic Pre-requisite: Nil

Brief Description of Subject:

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

In collaborative learning environments, the objectives allow students to develop and apply tourism-related knowledge through learning experiences and assessment in which they plan projects, analyse challenges and opportunities, make decisions, and reflect on the inquiry processes and outcomes.

Course Overview

| Unit | Unit Description | Assessment |
|------------------|---|--|
| Year 10 Sem 2 | Tourism and travel: <i>The types of tourism and the factors that move people around the world. Travel logistics and push/pull factors are investigated.</i> | Investigation Project – traveller information package |
| Unit 1 | Tourism marketing: <i>Investigate the promotional strategies that are used in the tourism industry, and discuss the Australian context as an experience for international visitors.</i> | Investigation – marketing campaign evaluation Project – Tourism promotion |
| Unit 2 | Tourism trends and patterns: <i>Students investigate trends seen in the tourism industry and what factors have led to these. Dark tourism, historical and cultural tourism and others are discussed.</i> | Investigation Project (sustainable tourism) |
| Unit 3 | Tourism Regulation: <i>Legal risks overseas, tourism, and immigration is discussed. Accreditation and regulatory requirements of the industry are investigated.</i> | Investigation Project – WHS |
| Unit 4 | Tourism Industry sectors and careers: <i>Students explore the sector as part of options for career and employment opportunities, and discuss industry needs and stakeholders.</i> | Investigation Project. |

Expenses

Nil

VISUAL ARTS IN PRACTICE

(contemporary/popular culture)

QCAA Applied subject

Academic Pre-requisite: Nil

Brief Description of Subject:

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.

Course Outline

| Unit | Module Description | Assessment |
|------------------|---|---|
| Year 10 Sem 2 | Preparation for Visual Arts in Practice | <ul style="list-style-type: none"> • Drawing Folio • Painting Folio • Art theory booklet • Artwork Assignment |
| Unit 1 | <p>Unit 1 – Clients Students work collaboratively with a client to develop criteria and designs for artworks that meet clients' needs and expectations, and agree on essential visual language, media, technologies / skills. Students communicate to clarify expectations and generate ideas to test with clients before implementing them into a resolved artwork.</p> | <ul style="list-style-type: none"> • Project – Client • Resolved Artwork – Client |
| Unit 2 | <p>Unit 2 – Looking outwards (others) Students respond to issues or concerns that take place locally, nationally and/or globally, and investigate how artists or artisans respond to these in their artworks. In the role of artists or artisans, students explore issues and concerns within times, places and spaces, and the impact these have on themselves and others in the community.</p> | <ul style="list-style-type: none"> • Project – Looking outwards (others) • Resolved Artwork – Looking outwards (others) |
| Unit 3 | <p>Unit 3 – Looking inwards (self) Students think creatively about their own and others' cultures and convey ideas in concise and engaging ways to make artworks.</p> | <ul style="list-style-type: none"> • Project – Looking inwards (Self) • Resolved Artwork – Looking inwards (self) |
| Unit 4 | <p>Unit 4 – Transform & extend Students respond to an artist or artisan's ways of working by collating and analysing artworks of a chosen practitioner. They evaluate features that communicate the artist or artisan's style through recognisable or characteristic visual language, media, technologies/skills.</p> | <ul style="list-style-type: none"> • Project – Transform & extend • Resolved Artwork – Transform & extend |

Pathways

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

Expenses:

Students would need to provide material for specialised projects.

All other general requirements are outlined in the stationery list or covered within the Resource Contribution Scheme.

VOCATIONAL EDUCATION AND TRAINING QUALIFICATIONS



CERTIFICATE II IN WORKPLACE SKILLS -BSB20120

Vocational Education and Training (VET)

RTO: Pine Rivers State High School RTO Code 30423

Location: Certificate II in Workplace Skills will be carried out at Pine Rivers State High School.

Duration: 2 years with the option of fast track for 1 year for students able to successfully meet all Project 1 assessment requirements.

Mode/s of Delivery: Delivery of course will be face to face.

VETiS Funded: No

Academic Pre-requisite: Nil.

Pathways:

Cert II in Workplace Skills provides the opportunity to sharpen skills that are useful in all employment avenues, particularly for those entering the professional, financial and business fields.

Brief Description of Subject:

This course is focused on developing work ready skills through the business environment of a project management company. Students apply a range of business skills to plan, implement and review a project delivered at PRSHS.

Course Overview

To achieve the qualification students must achieve competence in the following areas:

| Year 11 | Competencies | Assessment |
|--|--|--|
| PROJECT 1 Unit 1 The Plan | <p>NOTE: The following competencies are addressed across all units:</p> <p>BSBCMM211 Apply communication skills</p> <p>BSBOPS201 Work effectively in business environments</p> <p>BSBPEF202 Plan and apply time management</p> <p>BSBSUS211 Participate in sustainable work practices</p> <p>BSBWHS211 Contribute to the health and safety of self and others</p> <p>BSBDAT201 Collect and record data</p> <p>BSBCRT201 Develop and apply thinking and problem solving skills</p> <p>BSBTWK201 Work effectively with others</p> <p>FSKDIG002 Use digital technology for routine and simple workplace tasks</p> <p>FSKOCM003 Participate in familiar spoken interactions at work</p> | Project Initiation Review Proposal Report Proposal Review |
| PROJECT 1 Unit 2 Action | As above | Project Participation Performance Appraisal Team Meetings |
| PROJECT 1 Unit 3 The Review | As above | Review Report |
| Year 12 | | |

| | | |
|--|----------|---|
| PROJECT 2 Unit 1 The Plan | As above | Project Initiation Review Proposal Report Proposal Review |
| PROJECT 2 Unit 2 Action | As above | Project Participation Performance Appraisal Team Meetings |
| PROJECT 2 Unit 3 The Review | As above | Review Report |

Expenses:

Nil, but student must have their own laptop.

VOCATIONAL EDUCATION AND TRAINING QUALIFICATIONS



CERTIFICATE III IN BUSINESS – BSB30120

Vocational Education and Training (VET)

RTO: Pine Rivers State High School RTO Code 30423

Location: Certificate III in Business will be carried out at Pine Rivers State High School.

Duration: 2 years or 4 Semesters. (See below for breakdown of Semesters)

Mode/s of Delivery: Delivery of course will be face to face.

VETiS Funded: No

Academic Pre-requisite: C in Year 10 English, C in Year 10 Maths.

Pathways:

Cert III in Business provides the opportunity to sharpen skills that are useful in all employment avenues, particularly for those entering the professional, financial and business fields.

Brief Description of Subject:

Students apply a range of business skills including leadership and innovation, customer service, personal management, critical and design thinking, and financial literacy while examining micro business opportunities and delivering projects within their school community.

Course Overview

| Year 11 | Competencies | Assessment |
|--|---|---|
| Project 1 Preparing for the Workplace | BSBPEF201 Support personal wellbeing in the workplace BSBPEF301 Organise personal work priorities | Folio of evidence Case study Knowledge exam |
| Project 2 Understanding business finance | BSBTEC302 Design and produce spreadsheets FNSFLT311 Develop and apply knowledge of personal finances | Folio of evidence Knowledge exam Project work |
| Project 3 Workplace health and safety | BSBWHS311 Assist with maintaining workplace safety BSBXTW301 Work in a team BSBTWK301 Use inclusive work practices | Case study Knowledge exam WHS audit project |
| Year 12 | | |
| Project 4 Customer engagement | BSBXCM301 Engage in workplace communications BSBTEC303 Create electronic presentations BSBOPS304 Deliver and monitor a service to customers | Knowledge exam Case studies Customer presentation project |

Expenses:

Nil.

VOCATIONAL EDUCATION AND TRAINING QUALIFICATIONS



CERTIFICATE I IN CONSTRUCTION- CPC10120

Vocational Education and Training (VET)

RTO:

Blue Dog Training (RTO Code: 31193)

www.bluedogtraining.com.au

07 3166 3960

Location: Certificate I in Construction will be carried out at Pine Rivers State High School.

Duration: 2 years or 4 Semesters.

Mode/s of Delivery: Delivery of course will be face to face for the practical while the theory component is online.

Course Fees:

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

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

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

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200. Please refer to the Blue Dog Training Website for information on their refund policy.

https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Academic Pre-requisite: Nil.

Behaviour Pre-requisite: Students must be able to demonstrate safe behaviour suitable for the industry.

Brief Description of Subject:

Certificate I in Construction is a standalone Vet course that provides students with the opportunity to gain many skills that can be used in the building and construction field. This course focuses on the underpinning industry practices and construction processes required to create, maintain, and repair the built environment.

Students gain an understanding of industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written, and graphical modes; organise, calculate, and plan construction processes.

Students develop transferable skills by engaging in construction 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.

This subject is VETiS funded through Blue Dog Training (RTO) so the majority of the assessment is conducted through the VETiS Trainer who visits the school on a regular basis.

Course Overview

| Unit | Competencies | Assessment |
|--------|--|---|
| Unit 1 | <p>Year 11 <u>CPCCWHS1001#</u>: Prepare to work safely in the construction industry</p> <p><u>CPCCWHS2001</u>: Apply WHS requirements, policies and procedures in the construction industry</p> <p><u>CPCCCOM1012</u>: Work effectively and sustainably in the construction industry</p> <p><u>CPCCOM1014</u>: Conduct workplace communication</p> | <p>Online Theory Practical Assessment Power tool competencies</p> |
| Unit 2 | <p>Year 11 <u>CPCCCM2004*</u>: Handle construction materials <u>CPCCOM1013</u>: Plan and organise work</p> <p><u>CPCCCM1011</u>: Undertake basic estimation and costing</p> <p><u>CPCCCM2005*</u>: Use construction tools and equipment</p> | <p>Online Theory Practical Assessment</p> |
| Unit 3 | <p>Year 12 <u>CPCCOM1015</u>: Carry out measurements and calculations</p> <p><u>CPCCOM2001</u>: Read and interpret plans and specifications</p> | <p>Online Theory. Practical Assessment School projects</p> |
| Unit 4 | <p>Year 12 <u>CPCCVE1011</u>: Undertake a basic construction project</p> | <p>Online Theory. Practical Assessment School projects</p> |

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

Notes:

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

Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site.

Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

Pathways:

A variety of careers in the Building and Construction Industry primarily Carpentry, Painting, Landscaping and Plastering, Bricklaying and Plumbing.

Expenses:

This subject is VETiS funded for the material costs however, students need to supply their own personal safety footwear, eye and hearing protection.

Students must also have a laptop or device at school so they can complete mandatory online theory.

It would also be beneficial if the students could supply their own tape measure and carpenter's pencil.

VOCATIONAL EDUCATION AND TRAINING QUALIFICATIONS



CERTIFICATE II IN HOSPITALITY – SIT20316

Vocational Education and Training (VET)

RTO: Training Direct Australia (TDA) RTO Code 32355

Location: Training will be carried out at Pine Rivers State High School.

VETiS Funded: Yes. Students are only eligible to complete 1 VETiS funded course.

Academic Pre-requisite: Nil

Behaviour Pre-requisite: Student must be able to demonstrate safe behaviour suitable for the industry.

Brief Description of Subject:

A Certificate II in Hospitality can establish a basis for work in the Hospitality industry. Students can use these highly transferable skills to gain either full time or part time employment in Australia or overseas.

Assessment is primarily based on written questions and assignments completed at the end of each Unit of Competency as well as the student's work folio and practical demonstration of skills. Students will get the most out of this subject if they can carry out practical tasks with minimal direct supervision and be able to plan and prepare work in a self-directed manner. Practical work is an important component of this subject and students should be able to participate in a weekly practical lesson to complete the skills assessments that are a requirement of each Unit.

Students must experience realistic catering activities and are therefore expected to complete at least 12 service periods (work experience), four of which must be industry based e.g., participation in work experience at Suncorp Stadium. Other service periods can include shifts in the school's Cyber Café and involvement in catering for school-based functions each year. This will be documented in their logbook.

This course of study can establish a basis for work as a bar attendant, café attendant, catering assistant and food and beverage attendant.

Course Overview

To achieve the qualification students must achieve competence in the following areas:

| Unit | Competencies | Assessment |
|------------------|---|---|
| Year 10 Sem 2 | Preparation for Certificate II Hospitality <ul style="list-style-type: none"> Use hygienic practices for food safety(intro) Participate in safe work practices (intro) | <ul style="list-style-type: none"> Exam Assignment Prac work Cyber Café work Pizza shop |
| Semester 1 | <ul style="list-style-type: none"> SITXFSA001 Use hygienic practices for food safety SITXWHS001 Participate in safe work practices SITHCCC003 Prepare and present sandwiches SITHFAB002 Provide responsible service of alcohol SITHFAB005 Prepare and serve espresso coffee SITHIND003 Use hospitality skills effectively (logbook) | <ul style="list-style-type: none"> Assessment questions and assignments Skills assessment Cyber Café work Sandwich shop |

| Unit | Competencies | Assessment |
|------------|--|---|
| Semester 2 | <ul style="list-style-type: none"> SITHFAB005 Prepare and serve espresso coffee BSBWOR203 Work effectively with others SITXCCS003 Interact with customers SITXWHS001 Show social and cultural sensitivity SITHIND003 Use hospitality skills effectively (logbook) | <ul style="list-style-type: none"> Assessment questions and assignments Skills assessment Cyber Café work |
| Semester 3 | <ul style="list-style-type: none"> SITHCCC002 Prepare and present simple dishes SITHIND002 Source and use information on the hospitality industry SITFAB004 Prepare and serve non-alcoholic beverages SITHIND003 Use hospitality skills effectively (logbook) | <ul style="list-style-type: none"> Assessment questions and assignments Skills assessment Cyber Café work Staff lunch |
| Semester 4 | <ul style="list-style-type: none"> SITHFAB004 Prepare and serve non-alcoholic beverages SITHIND003 Use hospitality skills effectively and finalise logbook | <ul style="list-style-type: none"> Assessment questions and assignments Skills assessment Cyber Café work |

Expenses:

Students are expected to wear a chef's uniform. This costs approximately \$60.

Each week students will participate in a practical lesson and are required to provide their own ingredients.

VOCATIONAL EDUCATION AND TRAINING QUALIFICATIONS



CERTIFICATE III IN SPORT AND RECREATION SIS30115

RTO: Binnacle Training (RTO Code: 31319)

VETiS Funded: No. See costs listed below

Mode of Delivery Overview:

SIS30115 Certificate III in Sport and Recreation is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Successful completion of the Certificate III in Sport and Recreation contributes a maximum 7 credits towards a student's QCE. This Binnacle program also includes an opportunity for students to undertake an additional 4 units of competency (Term 7 Add-On). Completing this 'Term 7 Add-On' as well can result in a maximum 8 QCE credits (a maximum of 8 credits from the same training package can contribute to a QCE).

Entry Requirements:

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.

Language, Literacy and Numeracy Skills

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

Course Outline:

Students will participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – including officiating games or competitions, coaching beginner participants to develop fundamental skills, effective communication skills, providing quality service to participants, and using digital technologies in sport environments. This program also includes the following:

- First Aid qualification and CPR certificate
- Officiating and coaching accreditations (general principles or, in certain cases, sport-specific)
- A range of career pathway options including club level official and/or coach, or pathway into Certificate IV or Diploma (e.g., Sport or Fitness) at another RTO.

Assessment:

Program delivery will combine both class-based tasks and practical components in a real sport environment at the school. This involves the delivery of a range of sport programs to real participants within the school community (high school and primary school students). A range of teaching/learning strategies will be used to deliver the competencies. These include practical activities involving participants, group work and practical experience within the school sporting programs. Evidence contributing towards competency will be collected throughout the course.

Pathways:

The Certificate III in Sport and Recreation will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a community coach, sports coach, athlete, volunteer or activity assistant.

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 undertaking the Certificate IV or Diploma (e.g., Sport Coaching or

Fitness) at another RTO.

Course Schedule

| Year 1 | Year 2 |
|--|---|
| <ul style="list-style-type: none"> The Sport, Fitness and Recreation Industry Officiating/Coaching General Principles Work Health and Safety in Sport and Fitness Delivery of Community Sport Programs First Aid and CPR Certificate Customer Service in the Sport, Fitness & Recreation Industry Using Technology Conducting Sport, Fitness and Recreation Sessions | <ul style="list-style-type: none"> Developing Coaching Practices Organising Work Schedules Facilitating Groups Planning and Conducting Sport Programs Personal Development Sport-Specific Coaching Sessions <p>Finalisation of qualification: SIS30115 Certificate III in Sport and Recreation</p> |

Cost:

- \$335.00** = Binnacle Training Fee
- \$55.00** = First Aid Certificate costs

Program Disclosure Statement:

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 a copy of Binnacle's PDS, visit: www.binnacletraining.com.au/rto and select 'RTO Files'.

Units of Competency

| Unit Code | Unit Title | Core/ Elective | Unit Code | Unit Title | Core/ Elective |
|---|--|-----------------------------|------------|--|---|
| HLTWHS001 | Participate in workplace health and safety | CORE | SISXEMR001 | Respond to emergency situations | CORE |
| BSBWHS303 | Participate in WHS hazard identification, risk assessment and risk control | CORE | ICTWEB201 | Use social media tools for collaboration and engagement | CORE |
| SISXCCS001 | Provide quality service | CORE | HLTAID003 | Provide First Aid | CORE |
| SISXIND001 | Work effectively in sport, fitness and recreation environments | ELECTIVE - IMPORTED | SISXIND002 | Maintain sport, fitness, and recreation industry knowledge | ELECTIVE – IMPORTED |
| BSBWOR301 | Organise personal work priorities and development | CORE | SISXFAC001 | Maintain equipment for activities | ELECTIVE - IMPORTED |
| SISXCAI003 | Conduct non-instructional sport, fitness or recreation sessions | CORE | BSBADM307 | Organise schedules | ELECTIVE - GENERAL |
| BSBWOR204 | Use business technology | ELECTIVE – GENERAL | SISXCAI006 | Facilitate groups | ELECTIVE – GENERAL |
| SISXCAI004 | Plan and conduct programs | CORE | | | |
| TERM 7 ADD-ON: 4 x Units of Competency | | | | | |
| SISSSCO001 | Conduct sport coaching sessions with foundation level participants | Completed Term 7 | HLTAID009 | Provide cardiopulmonary resuscitation | Completed as part of Provide First Aid - HLTAID011 Certificate |
| BSBPEF302 | Develop self-awareness | | HLTAID010 | Provide basic emergency life support | |

NOTE:

- The units of competency in the 'Term 7 Add-On' to be reported to qualification: SIS30315 Certificate III in Fitness (partial completion only) to be eligible for an additional 2 QCE credits (with a maximum of 8 credits from the same training package contributing to a QCE). Contact Binnacle Training if you wish to explore further options.
- 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.

| | |
|---|---|
| IMPORTANT Program Disclosure Statement (PDS) | <i>This document is to be read in conjunction with Binnacle Training's <u>Program Disclosure Statement (PDS)</u>. 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 and select 'RTO Files'.</i> |
|---|---|

VOCATIONAL EDUCATION AND TRAINING QUALIFICATIONS



CERTIFICATE III IN VISUAL ARTS – CUA31120

Vocational Education and Training (VET)

RTO: Pine Rivers State High School - RTO 30423

VETiS Funded: No

Subject Fee: No

Location: Certificate III in Visual Arts will be carried out at Pine Rivers State High School.

Duration: 2 years or 4 Semesters.

Mode/s of Delivery: Delivery of course will be face to face.

Academic Pre-requisite: C in Year 10 English, C in Year 9 or 10 Visual Art

Brief Description of Subject:

This Fine Arts course 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 and traditional 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.

Over 2 years, students will have opportunities to construct knowledge and develop technical skills by working as an artist in one of Pine Rivers art studios. Students' competency will be assessed through practical folio development, observation, and direct questioning over the duration of the program. They will create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

Through training classes, practical demonstrations and individual practice, students will develop understanding and techniques suitable for employment in fine art industries or a tertiary education pathway in the visual arts.

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.

Course Overview:

The Certificate III in Visual Arts has a fine art focus and is designed around the following core and elective topics.

| | |
|---|--|
| <ul style="list-style-type: none">• BSBWHS211 Contribute to health and safety of self and others• CUAACD311 Produce drawings to communicate ideas• CUAPPR311 Produce creative work• CUARES301 Apply knowledge of history and theory to own arts practice• CUAPPR417 Select and prepare creative work for exhibition | <ul style="list-style-type: none">• CUADES301 Explore the use of colour• CUADRA311 Produce drawings• CUAPAI311 Produce paintings• CUASCU311 Produce sculpture• CUAPRI312 Produce prints• CUAPPR312 Document the creative work progress• CUAPPR314 Participate in collaborative creative projects |
|---|--|

Pathways:

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

Course Overview

| Unit | Unit Description | Assessment |
|------------------|--|---|
| Year 10 Sem 2 | Preparation for Certificate III in Visual Arts | <ul style="list-style-type: none"> • Drawing folio • Painting folio • Art theory booklet • Small sculpture |
| Unit 1 | PROJECT 1 – WORK HEALTH & SAFETY (WHS) PROJECT 2 – DRAWING Building knowledge, understanding and competency in techniques of realistic drawing using traditional fine art media | <ul style="list-style-type: none"> • Workplace Health & Safety booklet • Drawing folio • Visual diary • Research assignment |
| Unit 2 | PROJECT 3 – PAINTING Building knowledge, understanding and competency in techniques of realistic painting using traditional fine art media | <ul style="list-style-type: none"> • Painting folio • Visual diary • Research assignment |
| Unit 3 | PROJECT 4 – PRINTMAKING Building knowledge, understanding and competency in techniques of printmaking using various traditional fine art media | <ul style="list-style-type: none"> • Printmaking folio • Visual diary • Research assignment |
| Unit 4 | PROJECT 5 – SCULPTURE Building knowledge, understanding and competency in techniques of sculpture using various traditional fine art media PROJECT 6 – EXHIBITION | <ul style="list-style-type: none"> • Sculpture folio • Visual diary • Research assignment • Exhibition of students' artwork |
| Ongoing | PROJECT 7 – COLLABORATING <ul style="list-style-type: none"> • Thursday Deep Learning Time for 1 year during year 11 • Active participation in a collaborative art event over the year like mural, musical and/or PRISM • If artist-in-residence program is running then students will participate in this program | |

Expenses

Most materials you could want are provided. Many students also source their own specific, unusual and interesting bits and pieces for their art making.

Two excursions per year, fairly low cost, are planned to observe collections at galleries or museums.