BENOWA

STATE HIGH SCHOOL

Senior Secondary Curriculum Guide 2026

Respect

Integrity

Diligence

Compassion

Contents

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Please note that staffing changes may occur. Please refer to our website for the most current list of contacts.

For subject-specific information, contact: Heads of Departments

How to use this guide

The Senior Curriculum Course Guide is a resource to plan your senior education pathway. It will provide you with information regarding this phase of your secondary schooling, including subject selection, qualifications and tertiary entrance.

This guide has six sections:

- General subject selection information
- What is the QCE?
- What is an ATAR?
- List of subject offerings by Faculty
- Examples of subject selection pathways
- Subjects by Faculty

How do I choose my subjects?

In order to maximise your performance and reach your goals, you should study the subjects that you enjoy and in which you excel. It is a good idea to keep your options open by taking prerequisite subjects however, if you choose subjects that you find too difficult, or that are not suited to you, you may actually reduce your results. This can impact on the ATAR you achieve. If a university or TAFE course you are interested in has a prerequisite subject you find too difficult at school, you should think about how you will be able to achieve what is required by that course at university level.

Important questions to consider when choosing a pathway and selecting subjects:

- What subjects do I enjoy? What subjects do I do well in?
- What are the possible pathways I am considering for the future?
- What are the possible university courses I am interested in pursuing?
- Am I interested in pursuing a trade or apprenticeship?

What subjects do I need as tertiary prerequisites? (More information about prerequisites can be accessed through the QTAC website here.

IMPORTANT!

At Benowa State High School, it is **compulsory** to study one English and one Mathematics subject. A student may meet these requirements if they have successfully completed the Short courses in Literacy and Numeracy.

Some key points to think about:

- You need to consider how best to meet the literacy and numeracy requirements of the QCE.
- You need to choose 6 subjects – one must be English. The school will endeavour to give you your choices in preference order but there is no guarantee.
- You cannot do Specialist Mathematics unless you also do Mathematical Methods.
- You CAN take Mathematical Methods without Specialist Mathematics.
- You cannot take General Mathematics, Mathematical Methods and Specialist Mathematics altogether.
- You must meet subject prerequisites when choosing subjects for the following year (see subject guide)
- Students' results in Year 10 subjects such as Mathematics and English should be used as indicators of success in other subjects.

Do not choose your subjects for the following reasons:

1. "My friend is taking that subject." There are usually several classes in a subject, so even if you are doing the same subjects, you won't necessarily be in the same class.
2. "I do/don't really like the teacher." There is no guarantee that you will have any particular teacher.
3. "Someone told me that the subject is fun (or easy, or interesting)." It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.
4. "Someone told me that the subject is boring." See point 3.
5. "Someone told me that I do/don't need that subject for the course I want to take at University." Check tertiary prerequisites on QTAC 'My Path' or see a Guidance Officer.

If you haven't already, discuss the answers to these questions with your parents, a Guidance Office, Your Head of Year, Head of Senior Schooling, Head of Pathways or Head of Department. You may wish to write down your answers for reference when making your subject selections.

Choose Very Carefully

The subjects that you undertake in Year 10 will prepare you for Year 11 and 12. At Benowa State High School, 'blocks' of subjects (i.e. groups of subjects that are programmed at the same time on the timetable) are determined AFTER the students have chosen their subjects. Subject changes are therefore not always possible and are only permitted at certain times. Multiple subject changes in the senior phase of learning can also impact on both a student's ATAR eligibility and QCE eligibility (see QCE requirements table).

Benowa's Student Education and Training Plan (SETP)

Students have access to career information through the Student Education Training Plan (SETP) process (a compulsory component of Year 10). The purpose of the SETP is to encourage students to develop the skills and understandings required to succeed in senior school and beyond. Students are required to explore the connection between their interests, abilities, learning styles and employment pathways. They set goals, research how to get there and design a plan that supports achieving their goals. As part of the SETP, Year 10 students undertake a series of presentations from Guidance Officers and have opportunities to visit the Gold Coast Career Festival, Benowa's Career Expo and the annual school Subject Expo. These occurrences allow for the development and understanding of potential employment options and pathways students may be interested. Year 11 and 12 students are also able to complete Work Experience by negotiation with the Careers Officer.

Categories of Subjects

Senior subjects are grouped into four categories

1. Applied Subjects

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 subjects contribute to the QCE and may contribute to ATAR calculations (a maximum of 1 applied subject or Vocational Qualification can contribute to ATAR calculations).

2. General Subjects

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 contribute to the QCE, have an external assessment component and may contribute to ATAR calculations.

3. Extension Subjects (Available Option for Year 12 Students)

Extension subjects are extensions of the related General subjects. Extension 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. Extension subjects contribute to the QCE, have an external assessment component and may contribute to ATAR calculations.

4. Additional Learning Options

The flexibility of the Queensland Certificate of Education allows students to embrace a number of different pathways to education and training while still attending school. Additional Learning Options are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. Additional Learning Options contribute to the QCE and may contribute to ATAR calculations (a maximum of 1 applied subject or Vocational Qualification can contribute to ATAR calculations).

Additional Learning Options Explained

School-Based Certificate and Diploma Courses

Several Certificate courses are offered directly through our faculties here at school as a part of the regular learning program. The benefits of selecting a certificate course offered through the school include:

- Students can access a practical course that relates directly to their future career.
- Students can gain valuable points towards their Queensland Certificate of Education.
- Students will not be required to travel off-site to complete the qualification, as they are undertaken at school as a part of the regular learning program.

Vocational Education and Training (VET) through TAFE

If the certificate courses we offer through the school do not fit with your future plans, you can also undertake a Certificate qualification through a TAFE course or other provider. Vocational Education offers students the opportunity to complete full qualifications alongside their secondary schooling and is a great study option for students seeking work or TAFE entrance beyond Year 12. For some tertiary providers, Vocational Education may be an option for students seeking entrance to university studies beyond Year 12. This should be verified directly with the tertiary institution of choice prior to commencement of the VET course. Benefits of undertaking a Certificate or Diploma level course through TAFE include those listed above, and in addition:

- Students will be better prepared for further study, having experienced the requirements of adult learning within a supported environment.
- Students will receive a foundation of study that is both experiential and practical.
- Students will be provided with a qualification that will allow direct entry into the workforce.
- Students electing to complete a vocational qualification will still complete an additional five subjects to study at State High as a part of their senior secondary curriculum.

For further information on available Vocational Education qualifications, please see the Head of Senior Schooling, Head of Pathways, the Industry Liaison Officer or Guidance Officers.

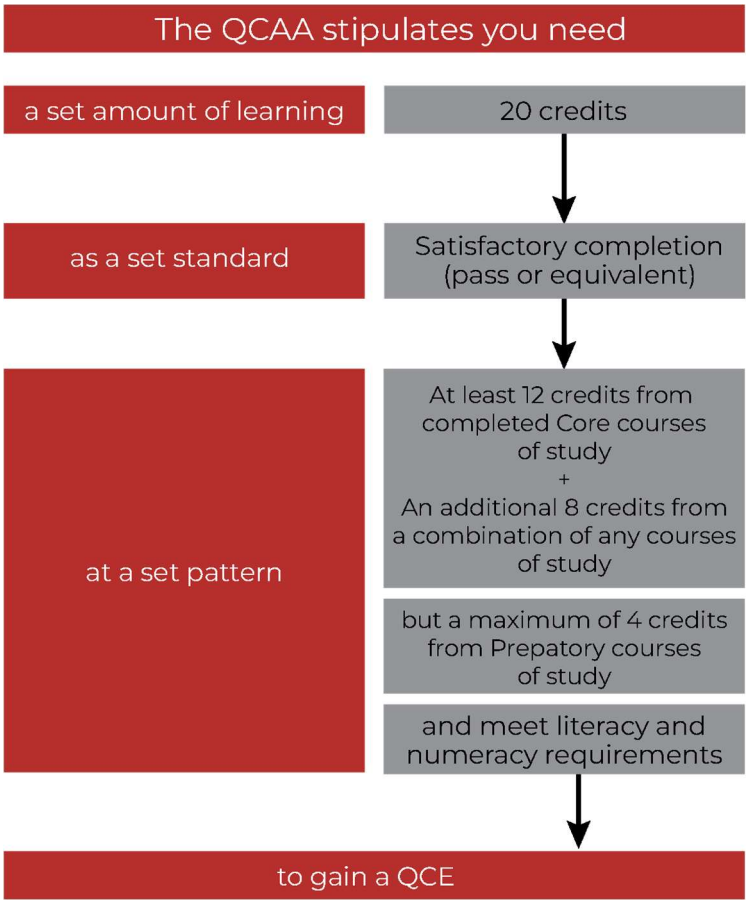
Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling Qualification. It is internationally recognised and provides evidence of senior schooling achievements. The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. To receive a QCE, students much achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements at the completion of Year 12.

QCE Eligibility

Benowa State High School expects all students completing Year 12 to attain a QCE as a minimum qualification standard.

The Queensland Certificate of Education (QCE) qualification will be awarded to eligible students by the Queensland Curriculum and Assessment Authority (QCAA).



The QCE offers flexibility in what, where and when students learn. This means that not all learning needs to take place at school. The QCE recognises broad learning options – academic, vocational education, workplace learning and university subjects. Different types of learning attract different numbers of credits.

Students in Queensland are issued with a Senior Education Profile upon completion of Year 12. For more detailed information regarding QCAA requirements, including the Senior Statement, you can visit https://www.qcaa.qld.edu.au/senior/senior-qce.

Requirements

The following requirements must be met for a student to be eligible for a QCE.

Set amount	Set pattern
20 credits from contributing courses of study, including: • QCAA-developed subjects or courses • vocational education and training (VET) qualifications • non-Queensland studies • recognised studies.	12 credits from completed Core courses of study and 8 credits from any combination of: • Core • Preparatory (maximum of 4) • Complementary (maximum of 8)

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy	Numeracy
• QCAA General or Applied English subjects • Recognised studies listed as meeting literacy requirements	• QCAA General or Applied Mathematics subjects • Recognised studies listed as meeting numeracy requirements

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining eight credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Course	QCE credits per course
Core: At least 12 credits must come from completed Core courses of study	
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	up to 4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

Course	QCE credits per course
Preparatory: A maximum of 4 credits can come from Preparatory courses of study	
QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	up to 1
Certificate I qualifications	up to 2
Recognised studies categorised as Preparatory	as recognised by QCAA
Complementary: A maximum of 8 credits can come from Complementary courses	
QCAA Short Courses • QCAA Short Course in Career Education • QCAA Short Course in Aboriginal & Torres Strait Islander Languages	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

What is the ATAR?

The Australian Tertiary Admission Rank is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. It is the standard measure of a student's overall academic achievement in relation to other students where these students have studied many different combinations of subjects.

ATARs are expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05. So, the highest ATAR is 99.95, then 99.90, then 99.85, and so on, down to 0.00. ATARs below 30 are reported as '30.00 or less'.

The ATAR is a percentile rank, not a mark, and indicates a student's position relative to other students in any given year. An ATAR of 80.00 does not mean a student got 80%. It indicates that the student was placed in the top 20% of students in Queensland in their Year 12 cohort.

There is no 'Pass' or 'Fail' ATAR and the ATAR is intended to be used as a measure for tertiary study selection only.

ATAR Eligibility

To be eligible for an ATAR in Queensland, a student must:

- Complete an English subject at Units 3 and 4 (one of English, English as an Additional Language, English and Literature Extension, Literature, or Essential English); and
- Complete five General subjects (at Units 3 and 4) or complete four General subjects (at Units 3 and 4) plus one Applied subject (at Units 3 and 4) or a completed VET qualification at AQF Certificate III level or higher; and
- Accumulate their results within a five-year period.

Most students are expected to follow a traditional pattern of accumulating their results over two years of study in Grades 11 and 12, with results at Units 3 and 4 expected to be achieved over the one year (Grade 12).

English Subject Requirement

"Satisfactorily complete" means attaining a letter grade of 'C' or better. While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in the English subject will only be included in the ATAR calculation if it is one of the student's best five scaled results.

How is the ATAR Calculated?

Your ATAR is calculated based on an aggregate of the best five scaled results from ATAR eligible inputs from three different schemes:

- Five General subjects (at Units 3 and 4); or
- Four General subjects (at Units 3 and 4) plus an Applied subject (at Units 3 and 4); or
- Four General subjects (at Units 3 and 4) plus one completed VET qualification at Certificate III level or above.

Students who might be eligible for an ATAR from more than one scheme, or students who might be eligible for the same scheme from more than one combination of subjects, will have their ATAR based on the combination that produces the best result. For example: a student may have completed five General subjects, one Applied subject, and a VET qualification. This student will have their ATAR calculated based on the best of all three different schemes.

VET Qualifications, the ATAR and Tertiary Selection

Completed Vocational Education and Training (VET) courses will be used for Tertiary selection in two ways:

- As one of the 5 inputs into a student's ATAR; and/or
- As a stand-alone basis (qualification) for Tertiary admission

How will VET Qualifications be included in the ATAR?

Each VET qualification level will have a single scaled score that can be included in the ATAR calculation. Relevant VET qualification levels for the ATAR are Certificate III, Certificate IV and Diploma

Each VET qualification at the same level will have the same scaled score for inclusion in the ATAR, regardless of duration and content. This means, for example, that a completed Certificate III in Hospitality will have the same scaled score as a completed Certificate III in Business.

The scaled score for a VET Diploma is expected to be higher than for a Certificate IV, which in turn is expected to be higher than for a Certificate III.

IMPORTANT! **Vet qualifications must be recorded as *completed* in your QCAA learning account to be included in the ATAR calculation.**

VET Qualifications for Tertiary Selection

Tertiary Institutions may also consider completed VET qualifications at Certificate III level and higher (Diploma for example), as a basis of tertiary admission on their own

Please refer to the QTAC website for more information about institutional and VET qualifications as a basis of admission to tertiary study (Your Head of Senior Schooling or Guidance Officers will also be a valuable source of information re VET Qualifications)

Units of Study

The typical learning program for senior years in Queensland is completed through 4 units of study per subject over two years (Years 11 and 12). Usually, the first two units, Units 1 and 2, are taken before students proceed to Units 3 and 4 for General and Applied subjects.

Units 1 and 2 are formative - preparing students for Units 3 and 4 and tracking how they are progressing. Units 3 and 4 are studied as a pair and assessment is summative. This means at the end of the subject, the results from both Units 3 and 4 are added together to show how well the student has mastered the subject. This will lead to the overall raw subject result to be provided to QTAC for scaling. The ATAR will be calculated from these scaled results.

QTAC will only receive the results from Units 3 and 4 for General and Applied subjects, and completed VET qualifications from the QCAA.

If you have any questions about your QCE subject results, contact QCAA www.gcaa.gld.edu.au.

Duplication

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

For example Engineering Skills Applied Subject duplicates with Certificate II Engineering, Hospitality Studies duplicates with Certificate II Hospitality. This means when a student is enrolled in both the Applied subject and the BET qualification that has similar learning, the credit, or four points will only be awarded for either the Applied subject or the Vet qualification, not both.

The Queensland Certificate of Education (QCE) and the ATAR (Australian Tertiary Admission Rank) are different and have a different purpose.

QCE

Certifies learning, showing the individual has achieved a specific standard of education at senior schooling level and may be considered by employers and the general

ATAR

Tell us about a student's position (or ranking) compared to all other students in the state. The only intended purpose for the ATAR is to assist with selecting applicants for tertiary study.

Year 10 Foundation Subject Offerings listed by Faculty

Faculty	Year 10 Subjects	Year 9 Prerequisite
Business	Economics and Business	Nil Prerequisite
	Civics and Law	Nil Prerequisite
English	English	Nil Prerequisite
	Philosophy and Reason (Sem 2)	B+ in English
Health and Physical Education	Physical Education/Sport & Rec	Good effort & behaviour in Year 9 PE
	Physical Education – Health/Sport Science	C or above in Year 9 English A or B
Humanities	• Core History (mandatory Sem 1) • Ancient History • Modern History • Geography • Tourism	• Nil Prerequisite • C or above in Sem 1 core History • C or above in Sem 1 core History • C or above in Sem 1 core History • Nil prerequisite
Languages	French	C or above in Year 9 French Immersion
	Japanese	C or above in Year 9 Japanese
Mathematics	General Mathematics	C in Year 9 Mathematics
	Mathematical Methods	B in Year 9 Maths
	Specialist Mathematics	B in Year 9 Maths + Foundation Maths Methods
	Aerospace – Foundational	Nil prerequisite in Year 9 however, a C or better in Maths and Science is beneficial
	Numeracy short course (Semester 2)	Application through HOD
Science	• Foundation Biology • Foundation Chemistry • Foundation Physics • Foundational Psychology	Minimum B in Year 9 Science, Year 9 Mathematics and Year 9 English
	General Science (Compulsory)	Completion Year 9 Science
The Arts	Cert III Dance	Nil Prerequisite
	Drama	Nil Prerequisite
	Music	Nil Prerequisite
	Art	C in Year 9 English
Technologies	• Materials and Technologies Specialisations • Engineering Principles and Systems	Good safety and behaviour record
	Digital Technologies	Good safety and behaviour record Reliable and working laptop
	• Early Childhood Studies • Hospitality Practices	Good safety and behaviour record

Year 11 and 12 Subject Offerings and Prerequisites by Faculty

Students will have an opportunity in Semester 1 of Year 10 (prior to SET Planning and subject selection meetings in Term 3) to demonstrate they have achieved the result (met the subject prerequisite) to move into the subject in Year 11.

When planning your senior pathway, be aware that Benowa State High School applies prerequisites to Year 11 and 12 subjects. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful.

Every effort will be made to ensure that student preferences are accommodated, subject to student numbers and timetable constraints.

**If your course is not listed, there is no prerequisite.*

Faculty	Subject	Subject Category	Year 10 Prerequisite – applied when confirming course selection for Year 11
English	English	General	C in Year 10 English
	English as an additional language	General	C in Year 10 English
	Literature	General	Students must receive a minimum result of 70 marks out of 100 in Year 10 English to select Literature in Year 11.
	English and Literature Extension (Year 12 only)		B+ in English General or Literature in Year 11 (Invitation only - application based review)
	Short course Literacy		Nil prerequisite (application through English HOD)
	Essential English	Applied	Nil prerequisite
	Philosophy and Reason	General	B+ in English
Health & Physical Education and Sport	Health Education	General	B in Year 10 English
	Physical Ed	General	B in Year 10 English
	Recreation	Applied	C in Year 10 HPE and very good effort
	Diploma of Sport	VET Qual	C in Y10 HPE and very good effort – Fee involved, application process
Humanities	Modern History, Geography	General	Pathway 1: C in Year 10 Modern or Geography Pathway 2: C in English, B in Foundational Tourism
	Business	General	C in Year 10 English
	Business Studies, Tourism, Social and Community Studies	Applied	Nil prerequisite
	Economics	General	C in Year 10 English and C in General Mathematics
	Accounting	General	C in Year 10 English and C in General Mathematics
	Legal Studies	General	C in Year 10 English

Technologies	Industrial Technology Skills	Applied	Good safety and behaviour record in Year 10 Technologies. Leather shoes/steel capped boots
	Hospitality Practices	Applied	Must have good safety and behaviour record and genuine interest in food preparation and hospitality industry
Languages	French	General	C in Year 10 French
	Japanese	General	C in Year 10 Japanese
	French Extension (Yr12 only)	General	C in Semester 1 Year 12 French
Mathematics	General Mathematics	General	B in Year 10 Foundation General Mathematics
	Mathematical Methods	General	B+ in Year 10 Foundation Mathematical Methods
	Specialist Mathematics	General	B+ in Year 10 Foundation Mathematical Methods
	Aerospace Systems	General	Minimum C in a Year 10 Maths and C in a Year 10 Science to progress to Aerospace Systems in Year 11.
	Essential Mathematics	Applied	C in a Year 10 Foundation General Mathematics
	Short Course Numeracy		Nil prerequisite – application through HOD
Science	• Biology • Chemistry • Physics • Psychology	General	B in any Year 10 Foundation science subject OR Conditional entry may also be approved for all ATAR General.
	Aquatic Practices	Applied	C in Year 10 General Science
The Arts	Cert III Dance	General	Dance skills based on individual merit
	Drama	General	Nil prerequisite
	Drama in Practice, Media Arts in Practice	Applied	Nil prerequisite
	Music	General	C in Year 9 and 10 Music (Audition required)
	Music in Practice	Applied	Audition – Play a musical instrument or and/or sing
	Music Extension	General	By audition only - C in Year 10 English. Must be enrolled in Year 10 Music
	Certificate III in Visual Arts (Photography)	Applied	Folio of Photographic work
	Visual Art	General	C in Year 10 English and C in Year 10 Art
	Visual Art in Practice	Applied	C in Year 10 Art or folio of art works
Senior Schooling (VET)	Cert IV in Justice Studies	VET	Passing all Year 10 subjects
	Diploma Business	VET	C in Year 10 English, application completed
	Cert II Skills for Work and Vocational Pathways	VET	
	Cert II in Community Services	VET	
	Cert III Horticulture	VET	

Examples of Subject Selection Pathways

Following are examples of possible study patterns chosen by students for Years 11 and 12 that could lead to an ATAR.

REMEMBER! Some university courses have subject prerequisites that you must satisfy before you can be considered for tertiary entry so if you have a desired tertiary course(s) in mind, consider this when choosing your subjects.

AMY

English (Units 3 and 4)	General
Mathematical Methods (Units 3 and 4)	General
Specialist Mathematics (Units 3 and 4)	General
Physics (Units 3 and 4)	General
Chemistry (Units 3 and 4)	General

Provided Amy satisfactorily completes English (i.e. achieves a minimum Grade of C or better), she will be eligible for an ATAR because she has five General subjects studied at Units 3 and 4.

CHO

English (Units 3 and 4)	General
Dance (Units 3 and 4)	General
Visual Art (Units 3 and 4)	General
Modern History (Units 3 and 4)	General
AQF Certificate III in Business (completed)	VET

Provided Cho successfully completes English (i.e. achieves a minimum grade of C or better), Cho will be eligible for an ATAR as she has four General subjects plus a completed VET qualification.

GEORGE

Essential English (Units 3 and 4)	Applied
Accounting (Units 3 and 4)	General
Modern History (Units 3 and 4)	General
French (Units 3 and 4)	General
Music (Units 3 and 4)	General
General Mathematics (Units 3 and 4)	General
French Extension (Units 3 and 4)	General

Provided George satisfactorily completes Essential English (i.e. achieves a minimum grade of C or better), he will be eligible for an ATAR. To be eligible for an ATAR you need five General subjects, or four General subjects plus an Applied subject or VET qualification, so even if George withdraws from a subject (other than Essential English), he will qualify for an ATAR.

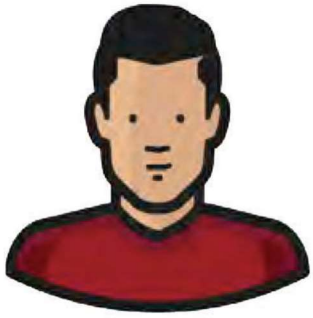
BILLIE

English (Units 3 and 4)	General
General Mathematics (Units 3 and 4)	General
Drama (Units 3 and 4)	General
Aquatic Practices (Units 3 and 4)	Applied
Furnishing Skills (Units 3 and 4)	Applied
Certificate III in Business	VET

Billie will not be eligible for an ATAR because she has only three General subjects. To qualify for an ATAR a student needs five General subjects or four General subjects plus one Applied subject or one completed VET qualification.

OLLIE

2025



English (Units 3 and 4) (Grade D)	General
Mathematical Methods (Units 3 and 4)	General
Japanese (Units 3 and 4)	General
Accounting (Units 3 and 4)	General
Biology (Units 3 and 4)	General
2026 Work and Travel	

2027

Essential English (Units 3 and 4) (Grade C)	Applied

In 2025 Ollie will not be eligible for an ATAR because he has not achieved a minimum grade of C in his English subject.

In 2026, he takes a gap year to work and travel and in 2026 returns and completes Essential English with a grade of C.

Ollie will qualify for an ATAR in 2027 as he has achieved the minimum grade required in an English subject to be eligible for an ATAR and has completed the minimum number of required subjects within a five-year period.

Subjects by Faculty – Year 11 and 12

Core Subjects	General Subject	*Applied Subject*	Other = VET course

Core Subjects

English

HOD – Matt Pickersgill mpick41@eq.edu.au

- English
- English as an Additional Language
- Literature
- English & Literature
- *Essential English*
- Literacy – Short Course
- Philosophy and Reason

Mathematics

HOD – Ben Callum bcall10@eq.edu.au

- General Mathematics
- Mathematical Methods
- Specialist Mathematics
- Aerospace Systems
- *Essential Mathematics*
- Numeracy – Short Course

Elective Subjects

Science

HOD – Schinead Johnston mailto:Sjohn800@eq.edu.au

- Biology
- Chemistry
- Physics
- Psychology
- *Aquatic Practices*
- Cert III – Aviation
- Cert III – Drone

Humanities

HOD – Justin Hinton jhint54@eq.edu.au

- Modern History
- Geography
- Business
- Economics
- Accounting
- Legal Studies
- *Business Studies*
- *Social and Community Studies*
- *Tourism*

Languages

HOD – Cathryn Cooper ccoop89@eq.edu.au

- Japanese
- French
- French Extension

Distance Education Languages

- Chinese
- Chinese Extension
- German
- Italian
- Spanish

The Arts

HOD - Bettianne Stuart bstua4@eq.edu.au

- Visual Art
- Cert III Dance
- Drama
- Music
- Music Extension (Composition or Musicology or Performance)
- *Visual Art in Practice*
- *Drama in Practice*
- *Music in Practice*
- *Media Arts in Practice*
- Certificate III in Visual Art – Photography

Technologies

HOD – Dwayne Scicluna – dscic6@eq.edu.au

- *Industrial Technology Skills*
- *Hospitality Practices*
- Certificate II Engineering and Certificate II in Applied Digital Tech

Health and Physical Education

HOD – Braiden Ruge – bruge3@eq.edu.au

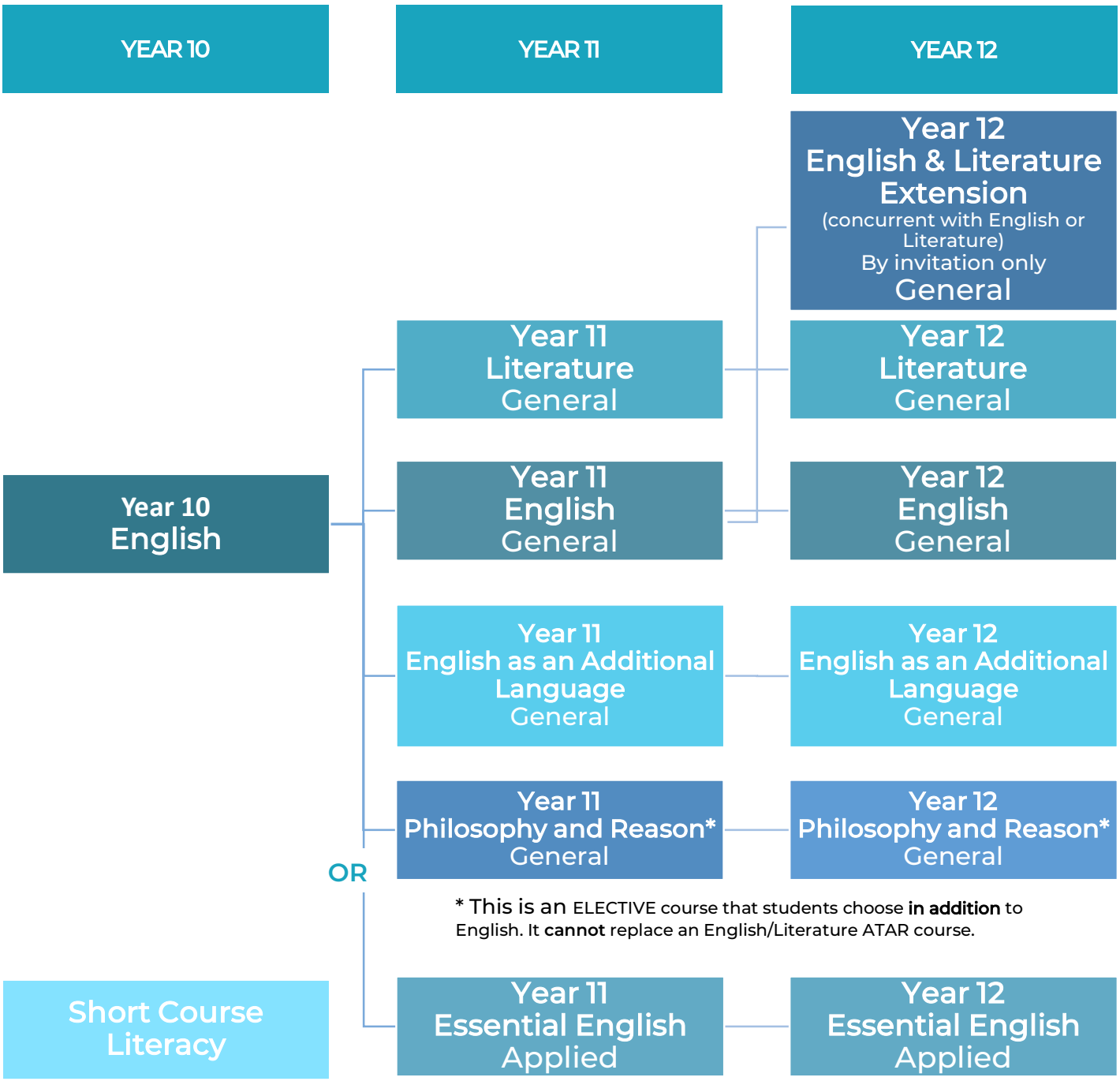
- Health Education
- Physical Education
- *Sport and Recreation*
- Diploma of Sport

Vocational Education and Training

HOD – Sarah Price spric79@eq.edu.au

- Cert IV – Justice Studies
- Diploma of Business
- Cert III Horticulture
- Cert II Skills for Work and Vocational Pathways
- Cert II Community Services

English Faculty



* This is an ELECTIVE course that students choose **in addition** to English. It **cannot** replace an English/Literature ATAR course.

Minimum Prerequisites must be met for enrolment in English Courses.

- Students may study both Literature and English concurrently.
- English and English as an Additional Language cannot be studied concurrently.
- Continued enrolment in an English subject requires a passing grade in Years 11 and 12.
- Students will be moved to Essential English if they have failed a semester in a more complex English course, to help ensure a passing grade and QCE attainment.

English – Code: ENG

Description

The Year 10 English program is designed to prepare students for Year 11 and 12 English, Literature, English as an Additional Language or Essential English. The course focuses on the study of literary and non-literary texts. The skills of analytical, persuasive and imaginative writing and speaking are central to the subject and provide a foundation for Year 11 and 12 courses.

Units and Texts

Spy Fiction Analysis and creative writing: *Casino Royale* by Ian Fleming (novel) and supporting texts

Addiction – Persuasion: Non-literary texts (e.g. articles) relating to issues of addiction in society

Romeo & Juliet: *Romeo & Juliet* by William Shakespeare (play) and various supporting texts

To Kill a Mockingbird: *To Kill a Mockingbird* by Harper Lee (novel)

Units	Assessment
Spy Fiction Analysis	Comparative Essay – 800 - 1000 words (20%)
Spy Fiction Writing	Imaginative writing – original narrative – 800 -1200 words (20%)
Addiction – Poetry and Persuasion	Persuasive speech 4 - 6 minutes, presented live to class (20%)
Romeo & Juliet	Imaginative spoken – monologue, 5-6 minutes in front of class or recorded and presented to class (20%)
To Kill a Mockingbird	Literature exam – analytical essay - 500-700 words (20%)

English – General Subject

GENERAL

About English

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.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What will students learn?

In studying English, students will learn about:

- Perspectives and texts
- Texts and culture
- Textual connections
- Close study of literary texts

How will students be assessed?

Students will complete the following assessments:

- Extended response — written response for a public audience (25%)
- Extended response — persuasive spoken response (25%)
- Extended response — imaginative written response (25%)
- Examination — analytical written response (25%)

Where can English lead?

Studying English supports:

- Pathways beyond school that lead to tertiary studies, vocational education or work
- Open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship
- Life-long learning across a wide range of contexts.

What result do I need to achieve in Year 10A or 10B English (prerequisite)

Students must receive a C in Year 10 English to progress into General English in Year 11.

What are the units of work I will study in Year 11 and 12?

	Units	Assessment
UNIT 1	**Perspectives and texts** • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts including a focus on Australian texts **Texts to be studied** *Touching the Void* by Joe Simpson (novel) *37* by Nathan Maynard (play)	**Formative internal assessment 1:** Examination — analytical written response (25%) **Formative internal assessment 2:** Extended response — analytical written response (25%)
UNIT 2	**Texts and culture** • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts • Creating imaginative and analytical texts **Texts to be studied** *Macbeth* by William Shakespeare (play) *A Simple Plan* by Sam Raimi (film)	**Formative internal assessment 2:** Extended response — analytical written response (25%) **Formative internal assessment 3:** Extended response — imaginative written response (25%)
UNIT 3	**Textual connections** • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts **Texts to be studied** *The Crucible* by Arthur Miller (play) *The Village* by M. Night Shyamalan (film) Excerpts of *Talking to My Country* by Stan Grant (non-fiction) Excerpts of *Cleverman* (T.V. episode)	**Summative internal assessment 1 (IA1):** Extended response — written response for a public audience (25%) **Summative internal assessment 2 (IA2):** Extended response — persuasive spoken response - presented to class (25%)
UNIT 4	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts **Texts to be studied** *Fahrenheit 451* by Ray Bradbury (novel) External Assessment TBA	**Summative internal assessment 3 (IA3):** Extended response — imaginative written response (25%) **Summative external assessment (EA):** Examination — analytical written response (25%)

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

English as an Additional Language

GENERAL

About English as an Additional Language

English as an Additional Language is designed for students for whom English is not their first or home language.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What will students learn?

In studying English as an Additional Language, students will learn about:

- Language, text and culture
- Perspectives in texts
- Issues, ideas and attitudes
- Close study of literary texts

How will students be assessed?

Students will complete the following assessments:

- Examination — analytical written response (25%)
- Extended response — persuasive written response (25%)
- Extended response — imaginative spoken/multimodal response (25%)
- Examination — analytical extended response (25%)

Where can English as an Additional language lead?

Studying English as an Additional Language supports:

- Lifelong learning across a wide range of contexts.

What result do I need to achieve in Year 10 English (prerequisite)

Students must receive a C in Year 10 English to progress into English as an Additional Language in Year 11.

What are the units of work I will study in Year 11 and 12?

	UNITS	ASSESSMENT
UNIT 1	**Language, text and culture** • Examining and shaping representations of culture in texts • Responding to a variety of media and literary texts • Creating analytical and persuasive texts **Texts to be studied** *Touching the Void* by Joe Simpson (novel)	**Formative internal assessment 1:** Examination – analytical written response (25%)
UNIT 2	**Perspectives in texts** • Examining and shaping perspectives in texts • Responding to literary texts, including a focus on Australian texts • Creating imaginative and analytical texts **Texts to be studied** *The Dressmaker* by Jocelyn Moorhouse (film) *The Sapphires* by Wayne Blair (film)	**Formative internal assessment 3:** Examination – analytical written response (25%) **Formative internal assessment 2:** Extended response — imaginative spoken response (25%)
UNIT 3	**Issues, ideas and attitudes** • Exploring representations of issues, ideas and attitudes in texts • Responding to literary and persuasive texts • Creating analytical and persuasive texts **Texts to be studied** *The Crucible* by Arthur Miller (play) *The Village* by M. Night Shyamalan (film) Excerpts of *Talking to My Country* by Stan Grant (non-fiction) Excerpts of *Cleverman* (T.V. episode)	**Summative internal assessment 1 (IA1):** Examination – persuasive spoken response presented to class (25%) **Summative internal assessment 2 (IA2):** Extended response – analytical written response (25%)
UNIT 4	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts **Texts to be studied** *Growing Up Asian in Australia* by Alice Pung (novel) *Persepolis* by Marjane Starapi (graphic novel) External Assessment Text (TBA)	**Summative internal assessment 3 (IA3):** Extended response – imaginative spoken/multimodal response - presented to class or recorded and presented to class (25%) **Summative external assessment (EA):** Examination – analytical extended response (25%)

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

Literature

GENERAL

About Literature

Literature focuses on the study of 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 literary texts.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What will students learn?

In studying Literature, students will learn about:

- Introduction to literary studies
- Texts and culture
- Literature and identity
- Independent explorations

How will students be assessed?

Students will complete the following assessments:

- Extended response — reading and defence (20%)
- Extended response — complex transformation and defence (20%)
- Extended response — academic research paper (35%)
- Examination — theorised exploration of unseen text (25%)

Where can English & Literature lead?

Studying Literature supports:

- Lifelong learning across a wide range of contacts

What result do I need to achieve in Year 10 English (prerequisite)

Students must receive a minimum result of 70 marks out of 100 in Year 10 English to select Literature in Year 11.

What are the units of work I will study in Year 11 and 12?

	Units	Assessment
UNIT 1	**Introduction to literary studies** • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts **Texts to be studied** *1984* by George Orwell (novel) *Hamlet* William Shakespeare (play)	**Formative internal assessment 1:** Examination — analytical written response (25%) **Formative internal assessment 2:** Extended response — imaginative spoken/multimodal response - presented live or recorded and presented to class (25%)
UNIT 2	**Texts and culture** • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts **Texts to be studied** *The Great Gatsby* by F Scott Fitzgerald (novel) Poetry Anthology related to themes of dystopia	**Formative external assessment 3:** Examination — analytical written response (25%)
UNIT 3	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts **Texts to be studied** *Black Medea* by Wesley Enoch (play) *Cat on a Hot Tin Roof* by Tennessee Williams (play) Poetry by Gwen Harwood	**Summative internal assessment 1 (IA1):** Examination — analytical written response (25%) **Summative internal assessment 2 (IA2):** Extended response — imaginative spoken/multimodal response - presented live or recorded and presented to class (25%)
UNIT 4	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts **Texts to be studied** *Short Stories* by Edgar Allan Poe *Glitch* T.V. episode Poetry related to Gothic genre *Stasiland* by Anna Funder (TBC)	**Summative internal assessment 3 (IA3):** Extended response — imaginative written response (25%) **Summative external assessment (EA):** Examination — analytical written response (25%)

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

English &Literature Extension

GENERAL

About English & Literature Extension – **Year 12 only**

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and therefore offers more challenge than other English courses as it builds on the study students have already undertaken.

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 2	Yes

What will students learn?

In studying English & Literature Extension, students will learn about:

- Ways of reading
- Exploration and evaluation

How will students be assessed?

Students will complete the following assessments:

- Extended response — reading and defence (20%)
- Extended response — complex transformation and defence (20%)
- Extended response — academic research paper (35%)
- Examination — theorised exploration of unseen text (25%)

Where can English & Literature extension lead?

Studying English & Literature Extension supports:

- Law
- Journalism
- Media
- Arts
- Curating
- Education
- Policy
- Human resources

What result do I need to achieve in Year 10 English (prerequisite)

Students must receive a B+ in Year 11 General English OR Literature to progress into English & Literature Extension in Year 12.

By invitation only and an application-based review

Essential English

APPLIED

About Essential English

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.

Subject Type	Assessment	QCE Credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects

What will students learn?

In studying Essential English, students will learn about:

- Language that works
- Texts and human experiences
- Language that influences
- Representations and popular culture texts

How will students be assessed?

Students will complete the following assessments:

- Extended response — spoken/signed response
- Common internal assessment
- Extended response — multimodal response
- Extended response — written response

Where can Essential English lead?

Studying Essential English supports:

- Lifelong learning across a wide range of contexts.

What result do I need to achieve in Year 10 English (prerequisite)

There is NO Year 10 prerequisite for entry into Year 11 and 12 Essential English.

What are the units of work I will study in year 11 and 12?

	Units	Assessment
UNIT 1	**Language that works** • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts **Texts to be studied** Various texts related to the topic of work (fiction and non-fiction)	**Formative internal assessment 1:** Extended response — spoken/signed response (presented live to class) **Formative internal assessment 2:** Short response exam
UNIT 2	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts **Texts to be studied** *Lion* by Garth Davis (film) *Touching The Void* by Joe Simpson (non-fiction novel)	**Formative internal assessment 3:** Extended response — Multimodal response (presented live to class) **Formative internal assessment 4:** Extended response — Written response
UNIT 3	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts **Texts to be studied** Australian Music – various artists *The Story of Tom Brennan* by J.C. Burke (novel)	**Summative internal assessment 1 (IA1):** Extended response — Multimodal response (presented live to class) **Summative internal assessment 2 (IA2):** Extended response — Written response
UNIT 4	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences **Texts to be studied** Various texts related to the topic of community issues (fiction and non-fiction)	**Summative internal assessment 1 (IA3):** Extended response — spoken/signed response (presented live to class) **Summative internal assessment 2 (IA4):** Common internal assessment (CIA)

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

Philosophy and Reason

GENERAL

Note: *This is an ELECTIVE course that students choose in **addition** to English. It cannot replace an English/Literature ATAR course. From 2026, only one Philosophy and Reason class will be offered as students will choose between Geography, Modern History, Tourism and Philosophy and Reason.*

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	4	Yes

What is Philosophy and Reason?

Philosophy & Reason combines the discipline of philosophy with the associated skills of critical reasoning. This subject allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. It also allows them to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. In addition, critical reasoning and logic provide knowledge, skills and understanding so that students are able to engage with, examine and analyse classical and contemporary ideas and issues. This subject enables students to make rational arguments, espouse viewpoints and engage in informed discourse. In Philosophy & Reason, students learn to understand and use reasoning to develop coherent world-views and to reflect upon the nature of their own decisions as well as their responses to the views of others.

Through the study of Philosophy & Reason, students collaboratively investigate philosophical ideas that have shaped and continue to influence contemporary society. These ideas include what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us.

Students analyse arguments from a variety of sources and contexts as they develop an understanding of what constitutes effective reasoning. They formalise arguments and choose appropriate techniques of reasoning to attempt to solve problems. The collaborative nature of philosophical inquiry is an essential component for students to understand and develop norms of effective thinking and to value and seek a range of ideas beyond their own.

A course of study in Philosophy & Reason specifically focuses on the development of transferable thinking skills such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity and credibility; students are thus well prepared for post-school participation in a wide range of fields. Students learn to value plurality in terms of perspectives and world-views as a necessary condition for human progress. Studying Philosophy & Reason provides students with the skills of collaboration and communication that are essential components of informed participation in the 21st century.

What makes a student suited to Philosophy and Reason?

Students who achieve success in Philosophy and Reason are those who:

- have an interest in a range of contemporary social issues
- like to argue their opinions about different topics
- want to learn about human nature
- enjoy discussing solutions to complex problems and thinking in abstract ways

What do students study in this subject and how are they assessed?

Year 11

Unit 1	Fundamentals of Reasoning	Assessment
Term 1	Students will examine inductive and deductive reasoning and identify associated fallacies and shortcomings. They will use modern symbolic language as an effective system for the analysis and evaluation of arguments. To assess an argument is to assess a truth claim. This skill is therefore foundational to both the process of critical inquiry and our knowledge about the world.	**Formative Assessment 1** (25%): ASSIGNMENT - Extended Response 1000 – 1500 words Stimulus material provided
Unit 2	**Reason in Philosophy – Part 1**	**Assessment**
Term 2	Students will explore how the fundamentals of reason are applied in fields of philosophical inquiry **Topic: Philosophy of Science** Students explore and demonstrate how the fundamentals of reason are used within science to create new knowledge. This includes use of deduction through falsification and the use of induction through analogy and generalisation. Students will use this knowledge to assess the status of knowledge claims within science.	**Formative Assessment 2** (25%): Assignment - Extended Response Analytical Essay 1500-2000 words Topic: Philosophy of Science Stimulus material provided
Term 3	Students will explore how the fundamentals of reason are applied in fields of philosophical inquiry **Topic 2: Philosophy of Religion:** Students explore and demonstrate how the fundamentals of reason are used to engage with religious conceptions of god and morality. Arguments about the existence of a god or gods will involve the generation of questions and theses and use of reasoning techniques. **Topic (option 3): Philosophy of MIND**: Students consider what makes us who we are. We consider where our mind resides, at what point is our personality a physical or mental trait, what consciousness is and where it is located, and what it means to be a person. Students will explore and demonstrate how the fundamentals of reason are used within the philosophical inquiry into the nature of the mind and consciousness. Concepts to be explored include mind, consciousness, brain, free will, determinism, dualism, physicalism, artificial intelligence.	**Formative Assessment 3 (25%):** Extended Response Unseen Exam 800-1000 words **Topic: Philosophy of Religion** Stimulus material provided **Formative Assessment 4** (25%): Extended Response Analytical Essay 1500-2000 words **Topic: Philosophy of Mind** Stimulus material provided
Unit 3	**Moral Philosophy and Schools of Thought**	
TERM 4	IA1 Preparation for Year 12	

Year 12

Unit 3	Moral Philosophy and Schools of Thought (continued)	
Term 1	Students will analyse and evaluate a range of ethical theories and their implications for classical and contemporary issues and contexts. Students will take an in-depth study of a school of thought, by exploring its relevance to modern society. **Topic 1 – Moral Philosophy** Students consider how we come to develop our own moral compass and decide what is right and what is wrong. Students will study philosophical theories in order to understand and discuss how we should live our lives. Exploring concepts such as absolutism, relativism duty, freedom, happiness, individualism, social responsibility, suffering, virtue, value, ethics, morality, good and evil, happiness, rights. They will apply this knowledge and understanding to a discussion of contemporary issues and moral dilemmas.	**Summative Internal Assessment 1** (25%): Extended Response Unseen EXAM 800-1000 words 2 hours + 15 minutes planning time Stimulus booklet will be provided to include information on the issue and the moral philosophies in question. **DUE week 5 Term 1**
Term 1 into Term 2	**Topic 2: Philosophical Schools of Thought** Students will study the philosophical ideas of a selected school of thought, by conducting an in-depth exploration encountered in previous units, OR inquiry into ideas of interest.	**Summative Internal Assessment 2 (25%):** Extended Response Analytical Essay 1500-2000 words Stimulus booklet will be provided to include information on the scenarios and key concepts relevant to the philosophies in question. **Due week 6 Term 2**
Unit 4	**Social and Political Philosophy**	
Term 2 into Term 3	Students will explore the nature of rights, to understand how societies can be constructed to ensure humans flourish **Topic 1 – Rights** Students will draw on a range of social and political concepts and philosophy, to discuss in relation to contemporary issues, contexts and codification of rights. Focus will be on analysis and evaluation of philosophical arguments.	**Summative Internal Assessment 3 (25%):** Extended Response Analytical Essay 1500 – 2000 words Stimulus material will be provided to include information on the scenarios and key concepts relevant to the philosophies in question. **Due week 6 Term 3**
Term 3 into Term 4	**Topic 2 – Political Philosophy** Students will investigate how best to arrange our collective life. This includes analysis of political institutions, economic systems, and social practices based on a philosophical understanding of Rights, Fairness and Justice.	**External Assessment (EA): (25%):** Unseen QCAA produced Time: 2 hours plus 15 minutes planning Length: 800-1000 words Conditions: no notes allowed QCAA Stimulus Material provided will be to prompt students to: compare and evaluate the relationship between the philosophical assumptions of each theory and its conception of the ideal society.

What result do I need to achieve in Year 10 English (prerequisite)

Students must have a minimum B+ (70 out of 100) in Year 10 English

Literacy – Short Course

GENERAL

About Literacy

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

Subject Type	Assessment	QCE Credits	Contributes to ATAR
Short course	Internal assessment (100%)	1	No

What will students learn?

In studying Literacy, students will learn about:

- Personal identity and education
- The work environment

How will students be assessed?

Students will complete the following assessments:

- Extended response — written
- Extended response — short response
- Student learning journal

Where can literacy lead?

Studying Literacy supports:

- Trade
- Industry
- Business
- Community services

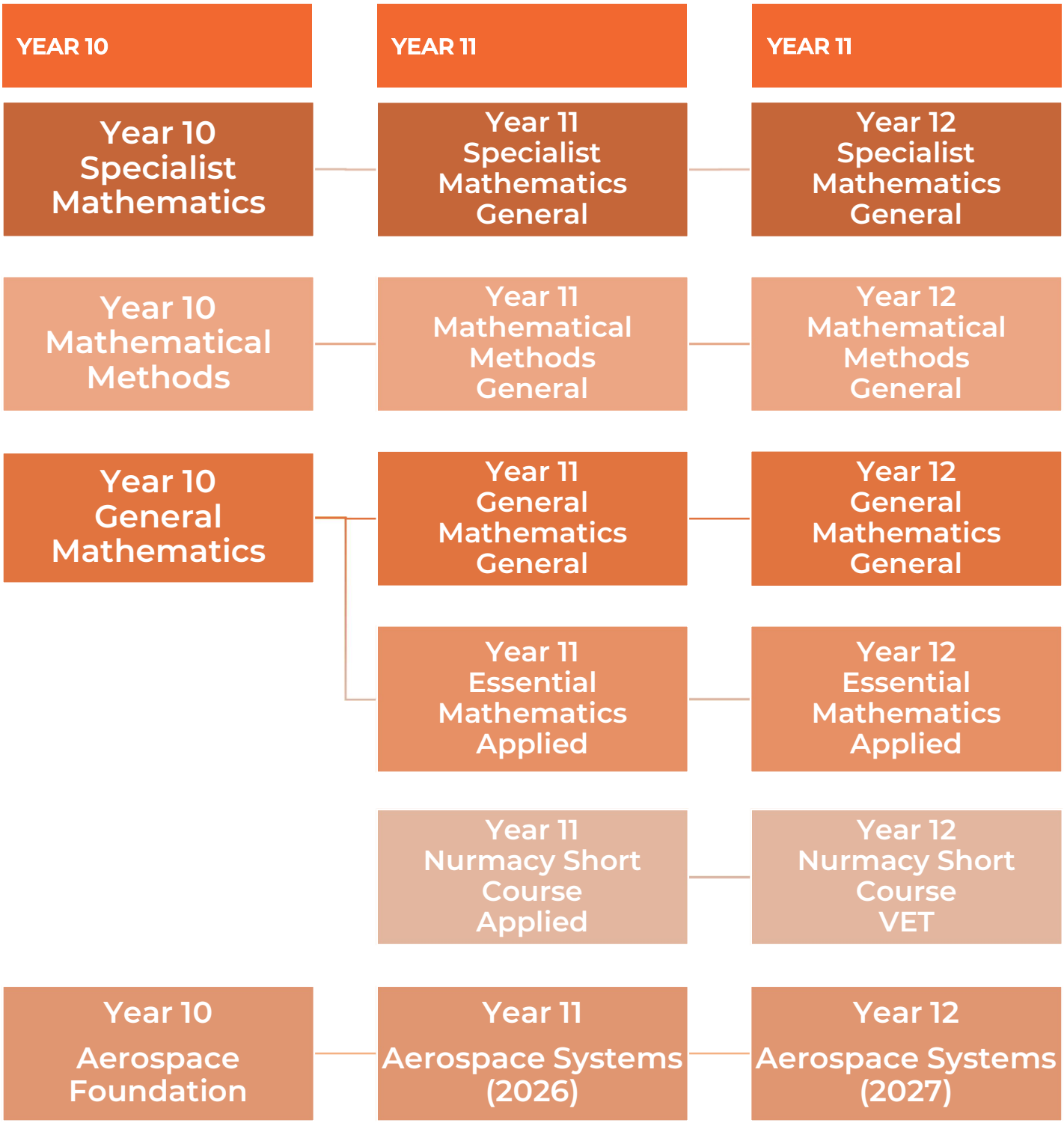
What result do I need to achieve in Year 10 English (prerequisite)

There is **NO** Year 10 prerequisite for entry into Literacy Short Course.

IMPORTANT

Please note, the Literacy Short Course is not available to students as a general subject offering when making subject choices for Year 11 and 12. It is scheduled on a needs-basis for students to gain Literacy Credits for QCE when they have been unable to achieve this in their English course. Please see the Head of English for further information.

Mathematics



Mathematics

Year 10

About Mathematics

Year 10 Mathematics programs are designed to prepare students for Year 11 Essential Mathematics, General Mathematics, Mathematical Methods and Specialists Mathematics. The courses provide the foundation skills needed for these subjects.

What result do I need to achieve in Year 9 (Prerequisite)?

Minimum pre-requisites must be met for enrolment into Year 10:

- Foundation General Mathematics (FGM): Achievement of a C in Mathematics
- Foundation Maths Methods (FMM): Achievement of a B in Mathematics
- Foundation Specialist Maths (FSM): Achievement of a B in Mathematics and also select Foundation Maths Methods
- Numeracy Short Course (NSC) Numeracy Short Course is offered in second semester and give students early opportunity to obtain a QCE point, direct entry into Year 11 Essential maths or a selection of a non-maths subject.

Please Note

The Senior mathematic subjects of General, Methods and Specialist are very demanding. It is for this reason that only those students who achieve a B Foundation General, Methods and Specialist Mathematics can progress to the Year 11 subjects.

All the maths program follows the same assessment schedule in line with the National Curriculum

Term	Assessment
1	Exam – 25%
2	Exam – 25%
3	Exam – 25%
4	Exam – 25%

Where Can Mathematics Lead?

Studying Mathematics can lead to:

- Business
- Commerce
- Education
- Finance
- Science
- IT
- Social Science
- The Arts

General Mathematics

YEAR 10

About General Mathematics

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.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (50%) External assessment (50%)	Up to 4	Yes

What Will Students Learn?

In studying General Mathematics, students will learn about:

- Money, measurement and relations
- Applied trigonometry, algebra, matrices and univariate data
- Bivariate data, sequences and change, and Earth geometry
- Investing and networking

How Will Students Be Assessed?

Students will complete the following assessments:

- Problem-solving and modelling task (20%)
- Examination (15%)
- Examination (15%)
- Examination (50%)

Where Can General Mathematics Lead?

Studying General Mathematics can lead to:

- Business
- Commerce
- Education
- Finance
- IT
- Social Science
- The Arts

What result do I need to achieve in Year 10 general mathematics (Prerequisite)?

Students will need to achieve a minimum of B in Foundation General Mathematics in Year 10 to progress to Year 11 General Mathematics Methods in Year 11.

What are the units of work I will study in Year 11 and 12?

	UNITS	ASSESSMENT
UNIT 1	**Money, measurement and relations** • Topic 1: Consumer Arithmetic • Topic 2: Shape and measurement • Topic 3: Linear equations and their graphs	**Assessment:** Formative internal assessment/s
UNIT 2	**Applied trigonometry, algebra, matrices and univariate data** • Topic 1: Applications of trigonometry • Topic 2: Algebra and matrices • Topic 3: Univariate data analysis	**Assessment:** Formative internal assessment/s
UNIT 3	**Bivariate data, sequences and Earth geometry** • Topic 1: Bivariate data analysis • Topic 2: Time series analysis • Topic 3: Growth and decay in sequences • Topic 4: Earth geometry and time zones	**Assessment:** Summative internal assessment 1: Problem-solving and modelling task (20%) Summative internal assessment 2: Examination (15%)
UNIT 4	**Investing and networking** • Topic 1: Loans and investment annuities • Topic 2: Graphs and networks • Topic 3: Networks and decision mathematics	**Assessment:** Summative internal assessment 3: Examination (15%)
Summative external assessment: Examination (50%)		

Aerospace – Foundational: FAE

YEAR 10

What is this course about?

Foundational Aerospace will provide the knowledge, concepts, and basic skills that the aerospace industry believe are essential for people entering their workforce.

This subject prepares students to enter careers in the aerospace industry. The school has direct links with the Gold Coast's very own global aerospace company, Gilmour Space. We also have direct links with a leading flight school at Coolangatta Airport, Air Gold Coast, for those particularly interested in careers as a pilot or aviation engineering or mechanics. ***This subject offers multiple industry-sponsored excursions and incursions.***

Benowa State High School is proud to be an official member of the Queensland Government's aerospace in schools initiative "Aerospace Gateway to Industry Schools Program". This program allows us to take part in exclusive aerospace events and opportunities throughout the course.

Pathways

A course of study in Foundational Aerospace can establish a basis for further education and employment in the fields of engineering, administration, maintenance, flight crew, air traffic control and cabin crew.

Skills and objectives:

Knowledge of:

- aeronautics
- aerospace operations
- human factors
- safety management and systems thinking

Semester 1:

- Basics of Flight
- Systems thinking
- Propulsion and Rocketry

Semester 2:

- Case Studies
- Flight Simulators
- Historical developments, Human effects of flight and Career Pathways

Assessment

Assessment in Foundational Aerospace gives students opportunities to develop and demonstrate their knowledge, understanding and skills in the subject topics above.

Assessment instruments include:

- Projects, which provide authentic opportunities to demonstrate learning in both industry practices and drafting processes, e.g. design and build model airplanes or water rockets).
- Portfolios for an Aerospace Solution
- Examinations

What result do I need to achieve in Year 9 (prerequisite)?

Nil prerequisite in Year 9 however, a C in Maths and Science would be beneficial but not essential. **A laptop with minimum 8 GB RAM and 128 GB hard drive. Core I5 minimum. More powerful computers would be preferred.**

Mathematical Methods

GENERAL

About Mathematical Methods

Mathematical Methods' major domains are algebra, functions, relations and their graphs, calculus and statistics.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (50%) External assessment (50%)	Up to 4	Yes

What Will Students Learn?

In studying Mathematical Methods, students will learn about:

- Algebra, statistics and functions
- Calculus and further functions
- Further calculus
- Further functions and statistics

How Will Students Be Assessed?

Students will complete the following assessments:

- Problem-solving and modelling task (20%)
- Examination (15%)
- Examination (15%)
- Examination (50%)

Where Can Mathematical Methods Lead?

Studying Mathematical Methods can lead to:

- 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

What result do I need to achieve in Year 10 Mathematics Methods (Prerequisite)?

You will need to achieve a minimum of B+ in Foundation Mathematical Methods in Year 10 to progress to Mathematical Methods in Year 11.

What are the units of work I will study in Year 11 and 12?

UNIT		ASSESSMENT
1	**Algebra, statistics and functions** • **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 series 2	**Assessment:** Formative internal assessment/s
2	**Calculus and further functions** • **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	**Assessment:** Formative internal assessment/s
3	**Further calculus** • **Topic 1:** The logarithmic function 2 • **Topic 2:** Further differentiation and applications 2 • **Topic 3:** Integrals	**Assessment:** Summative internal assessment 1 Problem-solving and modelling task (20%) Summative internal assessment 2 Examination (15%)
4	**Further functions and statistics** • **Topic 1:** Further differentiation and applications 3 • **Topic 2:** Trigonometric functions 2 • **Topic 3:** Discrete and random variables 2 • **Topic 4:** Continuous random variables and the normal distribution • **Topic 5:** Interval estimates for proportions	**Assessment:** Summative internal assessment 3 Examination (15%)
Summative external assessment: Examination (50%)		

Specialist Mathematics

GENERAL

About Specialist Mathematics

Specialist Mathematics' major domains are vectors and matrices, real and complex numbers, trigonometry, statistics and calculus.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (50%) External assessment (50%)	Up to 4	Yes

What Will Students Learn?

In studying Specialist Mathematics, students will learn about:

- Combinatorics, vectors and proof
- Complex numbers, trigonometry, functions and matrices
- Mathematical induction, and further vectors, matrices and complex numbers
- Further statistical and calculus inference

How Will Students Be Assessed?

Students will complete the following assessments:

- Problem-solving and modelling task (20%)
- Examination (15%)
- Examination (15%)
- Examination (50%)

Where Can Specialist Mathematics Lead?

Studying Specialist Mathematics can lead to:

- Science
- All branches of mathematics and statistics
- Computer science
- Medicine
- Engineering
- Finance
- Economics

What result do I need to achieve in Year 10 Specialist Mathematics (Prerequisite)?

You will need to achieve a minimum of B+ in Foundation Math Methods in Year 10 to progress to Year 11 Specialist Mathematics.

What are the units of work I will study in Year 11 and 12?

UNIT		ASSESSMENT
1	**Combinatorics, vectors and proof** • **Topic 1:** Combinatorics • **Topic 2:** Vectors in the plane • **Topic 3:** Introduction to proof	**Assessment:** Formative internal assessment/s
2	**Complex numbers, trigonometry, functions and matrices** • **Topic 1:** Complex numbers 1 • **Topic 2:** Trigonometry and functions • **Topic 3:** Matrices	**Assessment:** Formative internal assessment/s
3	**Complex numbers, trigonometry, functions and matrices** • **Topic 1:** Complex numbers 1 • **Topic 2:** Trigonometry and functions • **Topic 3:** Matrices	**Assessment:** Summative internal assessment 1 Problem-solving and modelling task (20%) Summative internal assessment 2 Examination (15%)
4	**Complex numbers, trigonometry, functions and matrices** • **Topic 1:** Complex numbers 1 • **Topic 2:** Trigonometry and functions • **Topic 3:** Matrices	**Assessment:** Summative internal assessment 1 Problem-solving and modelling task (20%) Summative internal assessment 2 Examination (15%)
Summative external assessment: Examination (50%)		

Aerospace Systems

GENERAL

About Aerospace Systems

Aerospace Systems covers the fundamentals, history and future of the aerospace industry. The course covers knowledge of aeronautics, aerospace operations, safety management systems (including human factors), and systems thinking, enabling the solving of real-world aerospace problems.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What Will Students Learn?

In studying Aerospace Systems, students will learn about:

- Aerospace Industries and Technologies
- Aerodynamics
- Aerospace Systems
- Aircraft Performance and Human Factors in Flight

How Will Students Be Assessed?

Students will complete the following assessments:

- Aerospace Solution (25%)
- Examination (25%)
- Aerospace Solution (25%)
- Examination (25%)

Where Can Aerospace Systems Lead?

Studying Aerospace Systems can lead to:

- Civil Aviation (including pilot, maintenance and engineering)
- Engineering (aerospace, systems, aeronautical, mechanical, avionics, materials)
- Advanced Materials Engineering, Manufacturing and Design
- Computer science (including electronics and software design)
- Natural Sciences (including physics, biomechanics, materials science)

What result do I need to achieve in Year 10 Maths and Science?

While there are no formal prerequisites for enrolling in Aerospace Systems, in order to succeed in the subject students should expect to have a minimum C in a Year 10 Maths subject and a C in a Year 10 Science subject to progress to Aerospace Systems in Year 11.

Students who attain a minimum C in Foundational Aerospace in Year 10 are encouraged to continue their enrollment into this Senior course.

What are the units of work I will study in Year 11 and 12?

	UNITS	ASSESSMENT
UNIT 1	**Introduction to aerospace systems** • **Topic 1:** Solving aerospace problems • **Topic 2:** Aerospace industries • **Topic 3:** Aerodynamics • **Topic 4:** Aircraft Systems • **Topic 5:** Aerospace weather systems	**Assessment:** Formative internal assessment/s
UNIT 2	**Aerospace technologies** • **Topic 1:** Operational assets • **Topic 2:** Operational environments • **Topic 3:** Operational control systems • **Topic 4:** Future applications	**Assessment:** Formative internal assessment/s
UNIT 3	**Aerospace ecosystems** • **Topic 1:** Aerospace regulatory systems • **Topic 2:** Human performance • **Topic 3:** Safety management systems and human factors • **Topic 4:** Operational accident and incident investigation processes • **Topic 5:** Airport and airline operation systems	**Assessment:** Summative internal assessment 1: Aerospace Solution (25%) Summative internal assessment 2: Examination (25%)
UNIT 4	**Aircraft performance systems and human factors** • **Topic 1:** Airspace management • **Topic 2:** Aircraft performance • **Topic 3:** Aircraft maintenance • **Topic 4:** Aircraft navigation and radio communication technologies • **Topic 5:** Human performance and limitations	**Assessment:** Summative internal assessment 3: Aerospace Solution (25%)
Summative external assessment: Examination (25%)		

Essential Mathematics

APPLIED

About Essential Mathematics

Essential Mathematics' major domains are number, data, location and time, measurement and finance.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (100%)	Up to 4	Yes

What Will Students Learn?

In studying Essential Mathematics, students will learn about:

- Number, data and graphs
- Money, travel and data
- Measurement, scales and data
- Graphs, chance and loans

How Will Students Be Assessed?

Students will complete the following assessments:

- 2 problem-solving and modelling tasks
- Common internal assessment
- Examination

Where can essential mathematics lead?

Studying Essential Mathematics can lead to:

- Trade
- Industry
- Business
- Community services

What result do I need to achieve in Year 10 General Mathematics (Prerequisite)?

You will need to achieve a C in Foundation General Mathematics at the end of Year 10, to progress into Essential Mathematics in Year 11.

What are the units of work I will study in Year 11 and 12?

UNITS		ASSESSMENT
1	**Number; data and graphs** **Fundamental Topic: Calculations** • Topic 1: Number • **Topic 2:** Representing data • Topic 3: Graphs	**Assessment:** Formative internal assessment/s
2	**Money, travel and data** **Fundamental Topic: Calculations** • **Topic 1:** Managing Money • **Topic 2:** Time and motion • **Topic 3:** Data collection	**Assessment:** Formative internal assessment/s
3	**Measurement, scales and data** **Fundamental Topic: Calculations** • **Topic 1:** Measurement • **Topic 2:** Scales, planes and models • **Topic 3:** Summarising and comparing data	**Assessment:** Summative internal assessment 1: Problem-solving and modelling task Summative internal assessment 2: Common internal assessment
4	**Further functions and statistics** **Fundamental Topic: Calculations** • **Topic 1:** Bivariate graphs • **Topic 2:** Probability and relative frequencies • **Topic 3:** Loans and compound interest	**Assessment:** Summative internal assessment 3 1: Problem solving and modelling Summative internal assessment 2: Examination

Numeracy – Short Course

About Numeracy

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

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
Short course	Internal assessment 100%	1	No

What Will Students Learn?

In studying Numeracy, students will learn about:

- Personal identity and education
- The work environment

How will students be assessed?

Students will complete the following assessments:

- Extended response — oral mathematical presentation
- Examination — short response

Where Can Numeracy Lead?

Studying Numeracy can lead to:

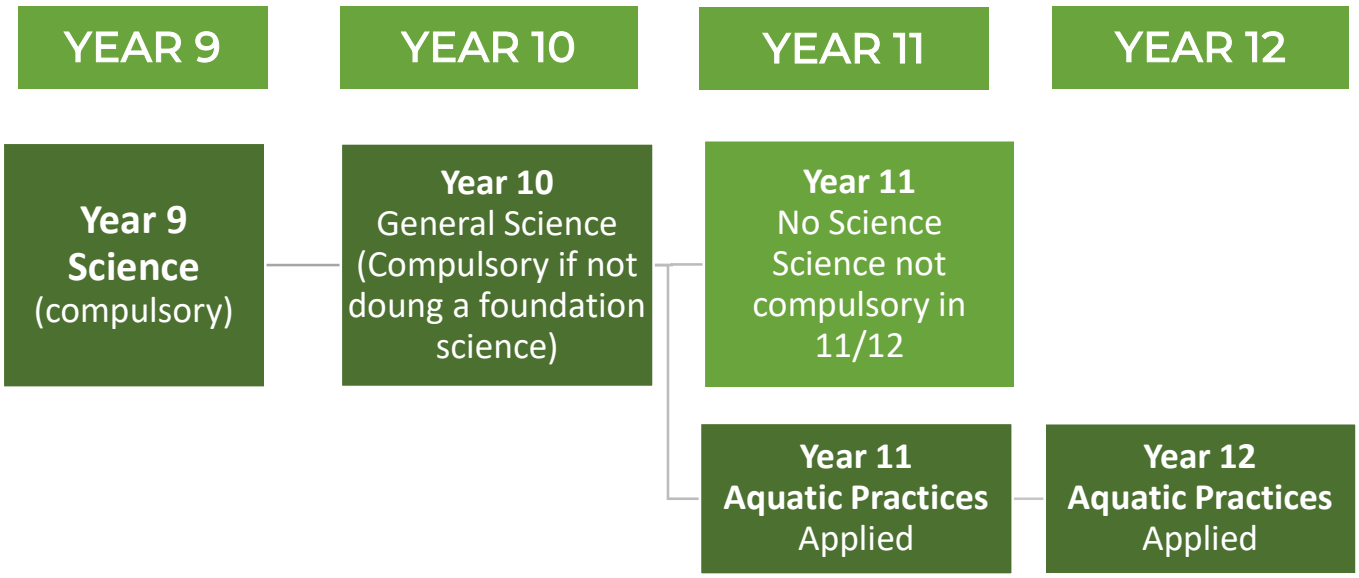
- Trade
- Industry
- Business
- Community services

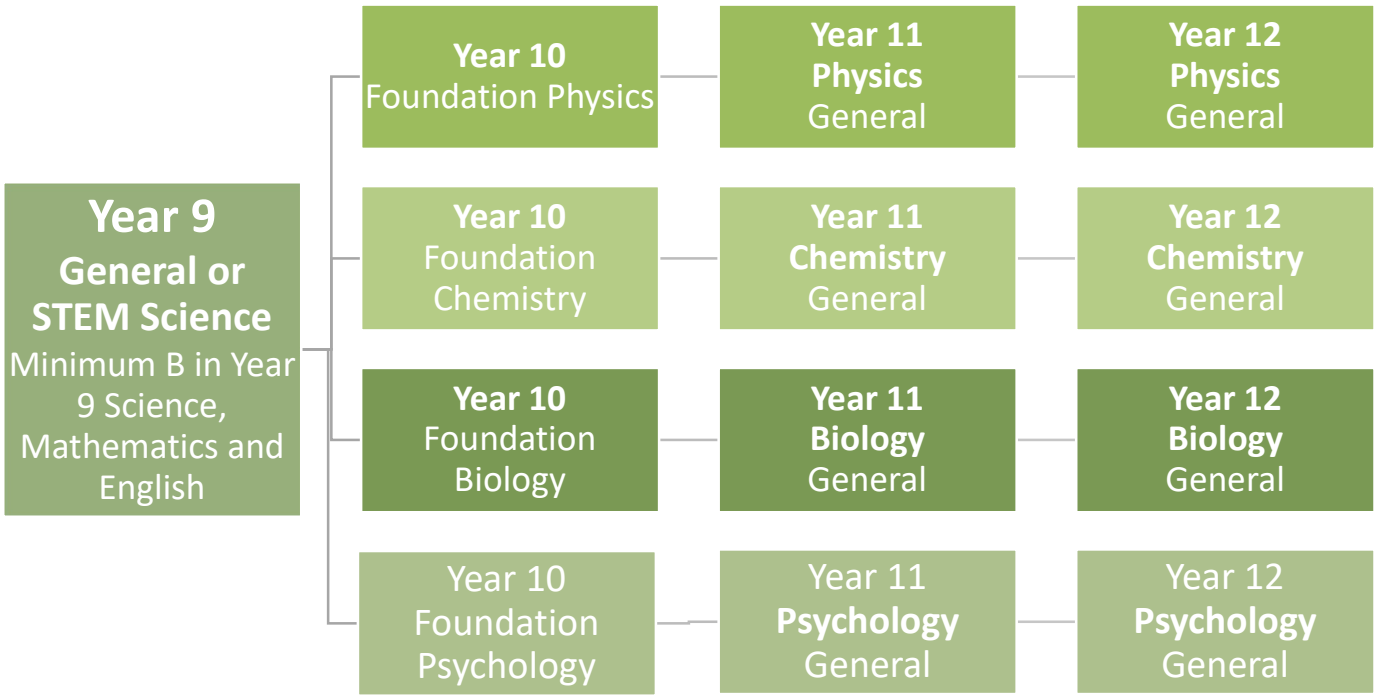
Topic One: Personal Identity and Education	Topic Two: The Work Environment
An extended response – oral, Mathematical presentation (Internal assessment)	An examination – short response (Internal assessment)

IMPORTANT

Please note, the Numeracy Short Course is not available to students as a general subject offering when making subject choices for Year 11 and 12. It is scheduled on a needs-basis for students to gain Literacy Credits for QCE when they have been unable to achieve this in their English course. Please see the Head of English for further information.

Science


YEAR 9
YEAR 10
YEAR 11
YEAR 12
Year 9 Science (compulsory)
Year 10 General Science (Compulsory if not doung a foundation science)
Year 11 No Science Science not compulsory in 11/12
Year 11 Aquatic Practices Applied
Year 12 Aquatic Practices Applied


Year 9 General or STEM Science Minimum B in Year 9 Science, Mathematics and English
Year 10 Foundation Physics
Year 11 Physics General
Year 12 Physics General
Year 10 Foundation Chemistry
Year 11 Chemistry General
Year 12 Chemistry General
Year 10 Foundation Biology
Year 11 Biology General
Year 12 Biology General
Year 10 Foundation Psychology
Year 11 Psychology General
Year 12 Psychology General

Science Year 10

YEAR 10

Year 10 Subject Selections

Minimum pre-requisites must be met for enrolment into Year 10:

- Continued enrolment in any Year 9 Science Excellence program OR Extension Science
- Students will be moved to General Science if they achieve a grade of C or below in Semester 1 of any Foundation Science course, (Biology, Chemistry, Marine Science, Physics).
- Students who are doing General Science in Year 10 can access "conditional entry" to all senior science subjects, in Year 11.
- Students who receive a C in General Science in Year 10 can choose Aquatic Practices in Year 11

Year 10 Subject	Prerequisites
Foundational Biology	Must have achieved a B in Science, Mathematics and English in Year 9
Foundational Chemistry	
Foundational Physics	
Foundational Psychology	

IMPORTANT!

The Senior Science subjects of Biology, Chemistry, Marine Science, Physics and Psychology are of a very demanding nature. It is for this reason that only those students who achieve a B in Science, Mathematics and English in Year 9 can choose to study **Foundation Biology, Marine Science, Psychology, Chemistry or Physics in Year 10**.

Other students will study General Science.

Students must gain a B level of achievement in any Year 10 Science subject (Biology, Chemistry, Physics, Marine Science, Psychology or General) to be able to enrol Biology, Physics, Chemistry, Marine Science or Psychology in Year 11. However to ensure students are appropriately prepared for specific senior science subjects, it is strongly recommended students study those specific foundation science subjects in Year 10

The information on the following pages outlines the content of the Year 10 courses being offered.

Foundation Physics: PHO

YEAR 10

Foundation Physics provides opportunities to engage with the essential concepts of Physics and the interactions within the Universe. Students develop their understanding of measurement and data processing as a stepping-stone to the study of motion. They engage with the concept of waves and their relation to heat, light and sound. They study electricity and magnetism. This knowledge is linked with the concepts of electronics and the future of technology.

Skills and Objectives:

- Thinking and working scientifically to use, analyse and evaluate principles, laws and claims
- Using science inquiry skills to collect, interpret and analyse primary data
- Evaluating the reasonableness of methods and findings
- Justifying the reliability and validity of findings
- Communicating concisely and with clarity using scientific language and conventions

Prerequisites

Students wishing to join foundation Physics in Year 10 must have achieved a B in Science, Mathematics and English in Year 9.

What are the subject/units I will learn? How will I be assessed?

	Units	Assessment
UNIT 1	**Measurement, physical quantities and data analysis**	Data test (20%)
UNIT 2	**Linear Motion and Forces**	Student experiment (20%) Unit exam (10%)
UNIT 3	**Electricity and circuit design**	Unit exam (20%)
UNIT 4	**Waves, optics and space**	Research investigation (20%) Unit Exam (10%)

Foundation Chemistry: CHO

YEAR 10

Chemistry provides opportunities to engage with elements, compounds and their interactions. Students develop their understanding of core chemical concepts. They engage with the concept of mole and molarity. They study organic chemistry and the periodic table. This knowledge is linked with the concepts of predicting chemical reactions and their products to explain the nature of everyday reactions.

Skills and Objectives

- Thinking and working scientifically to use, analyse and evaluate principles, laws and claims
- Using science inquiry skills to collect, interpret and analyse primary data
- Evaluating the reasonableness of methods and findings
- Justifying the reliability and validity of findings
- Communicating concisely and with clarity using scientific language and conventions.

Prerequisites

Students wishing to join foundation Chemistry in Year 10 must have achieved a B in Science, Mathematics and English in Year 9.

What are the subjects/units I will learn? How will I be assessed?

	Units	Assessment
UNIT 1	Measurement Periodic table and atomic structure Ionic and covalent compounds	Quiz (5%) Unit Exam (20%)
UNIT 2	Chemical equations Mole and molarity	Quiz (5%) Unit Exam (20%)
UNIT 3	Acids and bases Scientific Report Writing	Quiz (5%) Student experiment (20%)
UNIT 4	Carbon (Organic) Chemistry Research Investigation	End of year exam (20%) Research investigation (5%)

Foundation Biology: BIO

YEAR 10

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

Skills and Objectives

- Thinking and working scientifically to use, analyse and evaluate principles, laws and claims
- Using science inquiry skills to collect, interpret and analyse primary data
- Evaluating the reasonableness of methods and findings
- Justifying the reliability and validity of findings
- Communicating concisely and with clarity using scientific language and conventions

Prerequisites

Students wishing to join foundation Biology in Year 10 must have achieved a B in Science, Mathematics and English in Year 9.

What are the subjects/units I will learn? How will I be assessed?

	Units	Assessment
UNIT 1	Ecology	Data test (10%)
UNIT 2	Cells and multicellular organisms	Student experiment (20%) End of semester written exam (25%)
UNIT 3	Microbiology and homeostasis	Research investigation (20%)
UNIT 4	Genetics and Evolution	End of semester exam (25%)

Foundation Psychology: SPY

YEAR 10

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

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.

Skills and Objectives:

- Interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- Appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- Understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- Conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- Evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- Communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Prerequisites

Students wishing to join foundation Psychology in Year 10 must have achieved a B in Science, Mathematics and English in Year 9.

What are the subjects/units I will learn? How will I be assessed?

	Units	Assessment
UNIT 1	**Research methods in Psychology and Neurobiology**	Unit exam (25%)
UNIT 2	**Developmental Psychology and Mental Disorders**	Research Investigation (25%)
UNIT 3	**Memory, thinking and decision making**	Student experiment (25%)
UNIT 4	**Social, sport and positive psychology**	End of semester exam (25%)

General Science: SCI

YEAR 10

This course is for students who do not wish to do Science in Year 11 and 12 or who do not achieve a B or higher in Year 9 Science. Students will do one term of each of the four topics below.

What are the subjects/units I will learn? How will I be assessed?

	Units	Assessment
UNIT 1	**Chemistry – Chemical patterns and Reactions**	Student experiment and Unit exam
UNIT 2	**Physics – Force and Motion**	Unit exam
UNIT 3	**Biology – Genetics and Evolution**	Unit exam – Genetics Research report - evolution
UNIT 4	**Global Systems and The Universe**	Unit exam

Note: all assessment tasks are equal in weighting

Science

GENERAL

Year 11 Subject Selections

Minimum pre-requisites must be met for enrolment into Year 11:

- Students must obtain a B level of achievement in any Foundation Science subject to advance to a year 11 General Science Subject (Biology, Chemistry, Physics or Psychology – see table below for pre-requisites).
- Students doing General Science in Year 10 will not be allowed to do a General Science Subject (Biology, Chemistry, Physics or Psychology) in Year 11 unless they achieved a B level of achievement in Year 10 General Science.
- Students doing General Science in Year 10 can only do Aquatic Practices in Year 11 if they obtain an achievement Level of C in General Science.

Year 11 General Subject	Prerequisites
Biology	Must have achieved a B in any year 10 Foundation Science subject (Biology, Chemistry, Marine Science, Psychology or Physics). Students who achieve a minimum B grade in General Science will be granted conditional entry into this course if they have also achieved a B in Year 10 Mathematics and English.
Chemistry	Must have achieved a B in any year 10 Foundation Science subject (Biology, Chemistry, Marine Science, Psychology or Physics). Students who achieve a minimum B grade in General Science will be granted conditional entry into this course if they have also achieved a B in Year 10 Mathematics and English.
Physics	Must have achieved a B in any Foundation Science subject (Biology or Marine Science, Chemistry, Psychology or Physics). Students must be enrolled in General Mathematics or higher and be enrolled in an ATAR English course.
Psychology	Must have achieved a B in any year 10 Foundation Science subject (Biology, Chemistry, Marine Science, Psychology or Physics). Students who achieve a minimum B grade in General Science will be granted conditional entry into this course if they have also achieved a B in Year 10 Mathematics and English.

Biology

GENERAL

About Biology

Biology provides opportunities for students to engage with living systems.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (50%) External assessment (50%)	Up to 4	Yes

What will students learn?

In studying Biology, students will learn about:

- Cells and multicellular organisms
- Maintaining the internal environment
- Biodiversity and the interconnectedness of life
- Heredity and continuity of life

How will students be assessed?

Students will complete the following assessments each year:

- Data test (10%)
- Student experiment (20%)
- Research investigation (20%)
- External examination (50%)

Where can biology lead?

Studying Biology can lead to:

- Medicine
- Forensics
- Veterinary
- Food and marine sciences
- Agriculture
- Biotechnology
- Environmental rehabilitation
- Biosecurity
- Quarantine
- Conservation
- Sustainability.

What result do I need to achieve in any Year 10 foundation subject (prerequisite)?

Students will need to achieve a minimum of B in any Foundation Science subject in Year 10 to progress to Year 11 General Biology in Year 11. Students who achieve a B grade or higher in Year 10 General Science will be conditionally enrolled in the subject if they have achieved a B or higher in Year 10 Mathematics and English.

Students studying a General ATAR Biology must also be enrolled in General Mathematics and English courses (including EAL/D English).

What are the units of work I will study in Year 11 and 12?

	Units	Assessment
UNIT 1	**Cells and multicellular organisms** • Topic 1: Cells as the basis of life • Topic 2: Multicellular organisms	Formative internal assessments Data Test (10%) Student Experiment (20%)
UNIT 2	**Maintaining the internal environment** • Topic 1: Homeostasis • Topic 2: Infectious diseases	Formative internal assessments Research Investigation (20%) End of year exam (50%)
UNIT 3	**Biodiversity and the interconnectedness of life** • Topic 1: Describing biodiversity • Topic 2: Ecosystem dynamics	Summative internal assessment 1: Data test (10%) Summative internal assessment 2: Student experiment (20%)
UNIT 4	**Heredity and continuity of life** • **Topic 1:** DNA, genes and the continuity of life • **Topic 2:** Continuity of life on Earth	Summative internal assessment 3: Research investigation (20%)
	Summative external assessment: Examination (50%)	
	Students will have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.	

Chemistry

GENERAL

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

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (50%) External assessment (50%)	Up to 4	Yes

What will students learn?

In studying Chemistry, students will learn about:

- Chemical fundamentals — structure, properties and reactions
- Molecular interactions and reactions
- Equilibrium, acids and redox reactions
- Structure, synthesis and design

How will students be assessed?

Students will complete the following assessments each year:

- Data test (10%)
- Student experiment (20%)
- Research investigation (20%)
- External examination (50%)

Where can chemistry lead?

Studying Chemistry can lead to:

- Forensic science
- Environmental science
- Engineering
- Medicine
- Pharmacy
- Sports science

What result do I need to achieve in any Year 10 Foundation subject (prerequisite)?

Students will need to achieve a minimum of B in any Foundation Science subject in Year 10 to progress to Year 11 General Chemistry in Year 11. Students who achieve a B grade or higher in Year 10 General Science will be conditionally enrolled in the subject if they have achieved a B or higher in Year 10 Mathematics and English.

Students studying a General ATAR Biology must also be enrolled in General Mathematics and English courses (including EAL/D English).

What are the units of work I will study in Year 11 and 12?

	UNITS	ASSESSMENT
UNIT 1	**Chemical fundamentals — structure, properties and reactions** • **Topic 1:** Properties and structure of atoms • **Topic 2:** Properties and structure of materials • **Topic 3:** Chemical reactions — reactants, products and energy change	Formative internal assessments Data Test (10%) Student Experiment (20%)
UNIT 2	**Molecular interactions and reactions** • **Topic 1:** Intermolecular forces and gases • **Topic 2:** Aqueous solutions and acidity • **Topic 3:** Rates of chemical reactions	Formative internal assessments Research Investigation (20%) End of year exam (50%)
UNIT 3	**Equilibrium, acids and redox reactions** • **Topic 1:** Chemical equilibrium systems • **Topic 2:** Oxidation and reduction	Summative internal assessment 1: Data test (10%) Summative internal assessment 2: Student experiment (20%)
UNIT 4	**Structure, synthesis and design** • **Topic 1:** Properties and structure of organic materials • **Topic 2:** Chemical synthesis and design	Summative internal assessment 3: Research investigation (20%)
	Summative external assessment: Examination (50%)	
	Students will have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.	

Physics

GENERAL

About Physics

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

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (50%) External assessment (50%)	Up to 4	Yes

What will students learn?

In studying Physics, students will learn about:

- Thermal, nuclear and electrical physics
- Linear motion and waves
- Gravity and electromagnetism
- Revolutions in modern physics

How will students be assessed?

Students will complete the following assessments each year:

- Data test (10%)
- Student experiment (20%)
- Research investigation (20%)
- External examination (50%)

Where can physics lead?

Studying Physics can lead to:

- Science
- Engineering
- Medicine
- Technology

What result do I need to achieve in any Year 10 foundation subject (Prerequisite)?

Students will need to achieve a minimum of B in any Foundation Science subject in Year 10 to progress to Year 11 General Physics in Year 11. Students who achieve a B grade or higher in Year 10 General Science will be conditionally enrolled in the subject if they have achieved a B or higher in Year 10 Mathematics and English.

Students enrolled in General Physics must be enrolled in General English/EAL/D or higher and General Mathematics or higher.

What are the units of work I will study in Year 11 and 12?

	Units	Assessment
UNIT 1	**Thermal, nuclear and electrical physics** • **Topic 1:** Heating processes • **Topic 2:** Ionising radiation and nuclear reactions • **Topic 3:** Electrical circuits	Formative internal assessment/s Data Test (10%) Student Experiment (20%)
UNIT 2	**Linear motion and waves** • **Topic 1:** Linear motion and force • **Topic 2:** Waves	Formative internal assessment/s Research investigation (20%) End of year exam (50%)
UNIT 3	**Gravity and electromagnetism** • **Topic 1:** Gravity and motion • **Topic 2:** Electromagnetism	Summative internal assessment 1: Data test (10%) Summative internal assessment 2: Student experiment (20%)
UNIT 4	**Revolutions in modern physics** • **Topic 1:** Special relativity • **Topic 2:** Quantum theory • **Topic 3:** The Standard Model	Summative internal assessment 3: Research investigation (20%)
	Summative external assessment: Examination (50%)	

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

Psychology

GENERAL

About Psychology

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (50%) External assessment (50%)	Up to 4	Yes

What will students learn?

In studying Psychology, students will learn about:

- Individual development
- Individual behaviour
- Individual thinking
- The influence of others

How will students be assessed?

Students will complete the following assessments each year:

- Data test (10%)
- Student experiment (20%)
- Research investigation (20%)
- Examination (50%)

Where can psychology lead?

Studying Psychology can lead to:

- Psychology
- Sales
- Human Resourcing
- Training
- Social Work
- Health
- Law
- Business
- Marketing
- Education

What result do I need to achieve in any Year 10 Foundation subject (Prerequisite)?

Students will need to achieve a minimum of B in any Foundation Science subject in Year 10 to progress to Psychology in Year 11. Students who achieve a B grade or higher in Year 10 General Science will be conditionally enrolled in the subject if they have achieved a B or higher in Year 10 Mathematics and English.

Students studying a General ATAR Psychology must also be enrolled in General Mathematics and English courses (including EAL/D English).

What are the units of work I will study in Year 11 and 12?

	Units	Assessment
UNIT 1	**Individual development** • **Topic 1:** Psychological science A • **Topic 2:** The role of the brain • **Topic 3:** Cognitive development • **Topic 4:** Human consciousness and sleep	Formative internal assessment/s Data test (10%) Student Experiment (20%)
UNIT 2	**Individual behaviour** • **Topic 1:** Psychological science B • **Topic 2:** Intelligence • **Topic 3:** Diagnosis • **Topic 4:** Psychological disorders and treatments • **Topic 5:** Emotion and motivation	Formative internal assessment/s Research investigation (20%) End of year exam (50%)
UNIT 3	**Individual thinking** • **Topic 1:** Localisation of function in the brain • **Topic 2:** Visual perception • **Topic 3:** Memory • **Topic 4:** Learning	Summative internal assessment 1: Data test (10%) Summative internal assessment 2: Student experiment (20%)
UNIT 4	**The influence of others** • **Topic 1:** Social psychology • **Topic 2:** Interpersonal processes • **Topic 3:** Attitudes • **Topic 4:** Cross-cultural psychology	Summative internal assessment 3: Research investigation (20%)
Summative external assessment: Examination (50%)		
Students will have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4		

Aquatic Practices

APPLIED

Fees Applicable - please refer to Schedule of Fees document on the school website. The Schedule of Fees is reviewed and updated annually.

About Aquatic Practices

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects

What will students learn?

In studying Aquatic Practices, students will learn about:

- Environmental conditions, ecosystems, conservation and sustainability
- Entering the aquatic environment
- Employment
- Cultural Understandings
- Safety and management practices.

How will students be assessed?

Students will complete four assessments from the following, including no more than two from any one technique:

- Project
- Investigation
- Extended Response
- Examination
- Performance.

Where can aquatic practices lead?

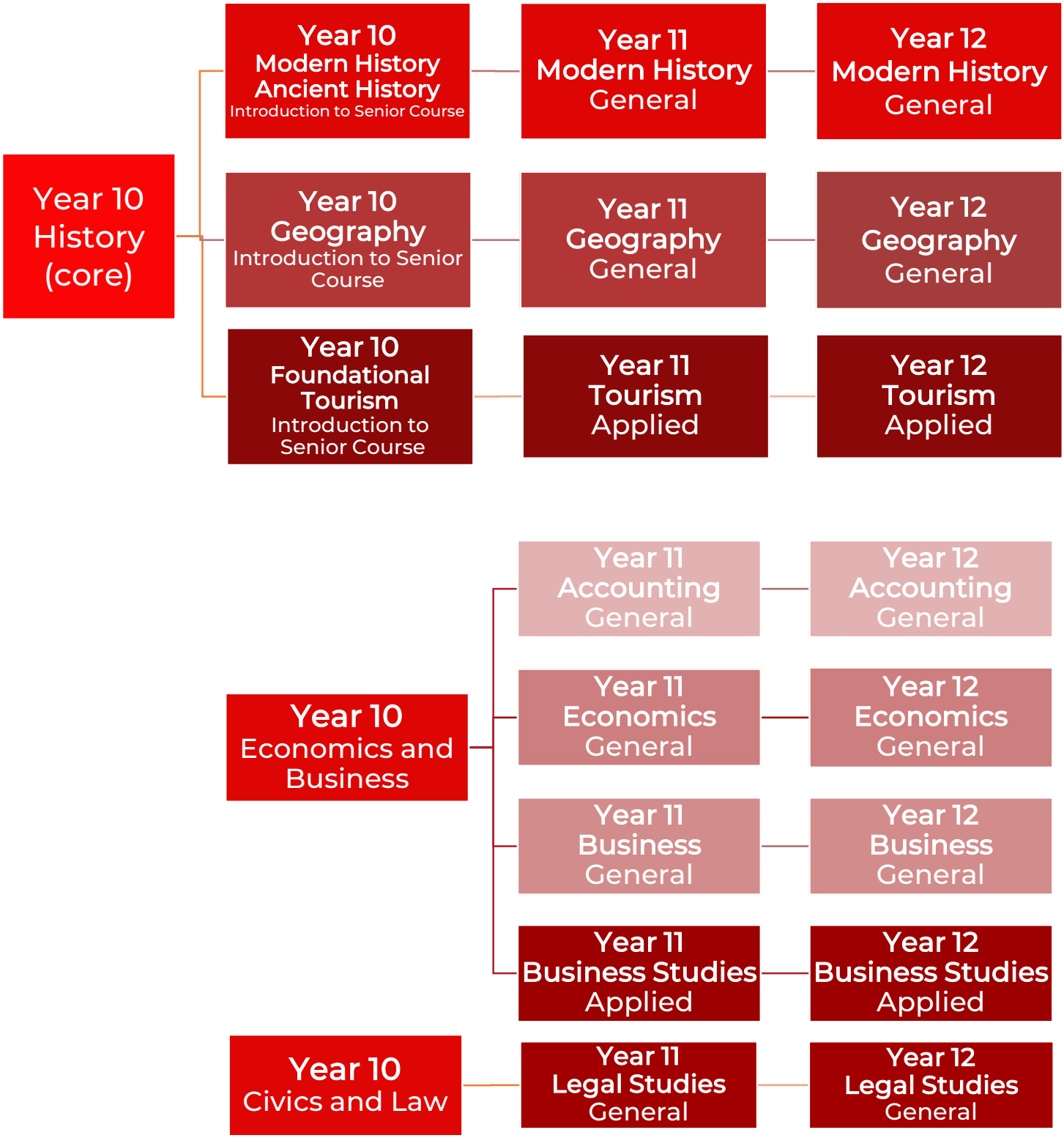
Studying Aquatic Practices can lead to:

- Aquaculture
- Fishing
- Recreation
- Tourism.

What result do I need to achieve in Year 10 subjects (prerequisite)?

Students will need to achieve a minimum of C in General Science in Year 10 to progress to Year 11 Aquatic Practices in Year 11.

Humanities


Year 10 History (core)
Year 10 Modern History Ancient History Introduction to Senior Course
Year 11 Modern History General
Year 12 Modern History General
Year 10 Geography Introduction to Senior Course
Year 11 Geography General
Year 12 Geography General
Year 10 Foundational Tourism Introduction to Senior Course
Year 11 Tourism Applied
Year 12 Tourism Applied
Year 10 Economics and Business
Year 11 Accounting General
Year 12 Accounting General
Year 11 Economics General
Year 12 Economics General
Year 11 Business General
Year 12 Business General
Year 11 Business Studies Applied
Year 12 Business Studies Applied
Year 10 Civics and Law
Year 11 Legal Studies General
Year 12 Legal Studies General

Humanities

As per ACARA requirements, all students in Year 10 will be required to complete ONE Social Science subject, History, as part of their Year 10 Course. In Semester 2 students will be streamed into introductory subjects for Modern History, Ancient History, Geography and Foundational Tourism, in preparation for Senior subject selection. Semester 2 subject offerings will align with the Australian Curriculum general capabilities and focus on developing the 21st century skills, which students will need in Year 11 & 12.

History – Code: HIS

Year 10

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th century became a critical period in Australia's social, political, economic, cultural, environmental and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Australians.

An overview of the study of the modern world and Australia requires students to develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1918, such as significant events and ideas during the inter-war years between World War I and World War II, including the Great Depression, and developments post–World War II, including Cold War international relations. It also involves understanding related historical themes of the post–World War II world and how they relate to Australia, such as the major rights and freedom movements globally, and the achievement of independence by former colonies, both of which contributed to Australia's migrant experience.

Foundational Tourism: FTS

Year 10

This course introduces students to the local and international tourism industries and their role in supporting a strong economy. It focuses on building knowledge and practical skills for future employment or further study in Years 11 and 12.

Students explore key aspects of the industry, including destinations, customer service, work practices, tourism products, marketing, and promotion. The course uses engaging, tech-based learning and develops skills in research, analysis, and evaluation.

By the end of the course, students will have:

- A broad understanding of the travel and tourism industry
- Knowledge of industry sectors, infrastructure, and transport systems
- Practical skills and professional attributes needed in the service sector
- Awareness of the physical, social, and economic factors influencing tourism globally and locally

Pathways

Year 11 and 12 Tourism (Applied subject), Certificate III Tourism, Diploma of Event Management (with Certificate II Hospitality).

Unit	Topics
1	**International Tourism & Types of Tourism** • Explore major global destinations (e.g. London, Paris, Tokyo) • Learn about booking travel, foreign languages, currencies, and travel risks • Understand different types of tourists (e.g. backpackers, grey nomads) • Plan and budget for international trips
2	**Local Tourism** • Study the development of tourism on the Gold Coast • Examine key attractions, tourism organisations, and travel trends • Investigate successful operators and transport systems (e.g. Light Rail) • Create travel itineraries for local trips

Modern History: MHI

Year 10

Modern History allows students to explore the key events, ideas, and forces that have shaped the world we live in today. With a focus on the 20th century, students also examine earlier turning points from the late 18th century and consider how they connect to the challenges and changes of the 21st century.

This subject encourages students to investigate the recent past through critical inquiry, analysis of sources, and historical interpretation. It fosters curiosity, deepens their understanding of civilisation, and equips them with the skills to form evidence-based opinions about the modern world.

Students will develop:

- A strong understanding of major events, movements, and developments that have influenced the modern era
- The ability to research, evaluate sources, interpret evidence, and communicate findings
- A grasp of key historical concepts such as continuity and change, cause and effect, perspectives, and contestability
- Critical thinking skills and informed citizenship to engage with contemporary global and national issues.

Pathways

Humanities subjects including Year 11 and 12 Modern History

	UNITS
UNIT 1	**Terrorism** • Impacts of global conflicts on peace and security • Nature of conflict between Israel and Palestine • Impacts of 9/11 on the USA and the rest of the world • The origins and changing nature of terrorism as a political, ideological and economic weapon and the impact of the USA's 'War on Terror'. • International tensions (such as Al Qaeda, Boko Haram and ISIL)
UNIT 2	**Popular Culture** • Shifts in technology, health, standard of living, and environmental awareness • The origins and impact of the Universal Declaration of Human Rights and Australia's involvement • The influence of American and British culture on Australian popular culture • Post-war societal changes, including rising affluence, access to new products, and progressive ideas • Generational divides and changing beliefs, values, and responses • The role of social movements in shaping—and being shaped by—popular culture • Effects of globalisation on Australia's identity and international relationships • Key historical debates and differing perspectives from the second half of the 20th century

What result do I need to achieve?

Students must achieve a C in Year 9 History to be eligible to choose **Modern History in Year 10.**

Ancient History: AHI

Year 10

The Ancient History curriculum enables students to study life in early civilisations based on the analysis and interpretation of physical and written remains. The ancient period, as defined in this curriculum, extends from the development of early human communities to the end of late antiquity AD 650, with a particular focus on the ancient societies of Europe, the Near East and Asia.

In Unit 1, students will study the condition of human remains and how they were preserved; issues of conservation and preservation of the site/s with a focus on bog bodies buried in the wetlands of Northern Europe.

In Unit 2, students will consider how evidence about daily life from the ancient world is authenticated, including the origins of artefacts and documents, and how differing perspectives have been contested.

Ancient History aims to develop students':

- Knowledge and understanding of the ancient past, including key individuals, institutions, structures and features of ancient societies
- Capacity to undertake historical inquiry, including skills in inquiry and research, interpretation using sources, evidence-based arguments, and communication
- Analytical and critical thinking using key historical concepts including, evidence, continuity and change, cause and effect, significance, empathy, perspectives, interpretations, representations and contestability
- Appreciation of the origins, impact and legacy of ideas, beliefs and values of the ancient world.

Pathways

Humanities subjects including Year 11 and 12 Modern History

	Units
UNIT 1	**Death and Burial in the Ancient World** • The archaeology of ancient human remains – What do ancient burials reveal about ancient societies? • Comparing burial practices across time and culture • Analysis of grave goods, interpretations of burial practices and written records to help explain beliefs and values about the afterlife
UNIT 2	**Everyday Lives in Ancient Societies** • The social structure (upper, middle and lower class) of people • The role and status of women and children in ancient societies • Explaining daily life an ancient civilisations through artefacts and written records.

What result do I need to achieve?

Students must achieve a C in Year 9 History to be eligible to choose Ancient History in Year 10.

Geography: GEG

Year 10

In this subject, students will be introduced to the skills and assessment types used in Senior Geography during this course. The Year 10 Australian Geography curriculum includes two main units: 'Environmental change and management' and 'Geographies of human wellbeing'.

The 'Environmental change and management' unit looks at how environments work, the challenges they face, and how people view and respond to these challenges. Students will study one type of environment in detail, both in Australia and another country. They will investigate what causes environmental change, what its effects are, and how it can be managed.

The 'Geographies of human wellbeing' unit focuses on the differences in people's quality of life around the world. Students will learn how wellbeing is measured, why it varies between and within countries, and how programs aim to reduce these differences. Case studies from Australia, India, and other countries are used to help students understand these ideas.

Pathways

Humanities subjects including Year 11 and 12 Geography.

	Units
UNIT 1	**Environmental change and management** • Changes in the distribution of water on the Earth • Water sustainability • Water management solutions and changes • Dams, desalination and recycled water • *Excursion to desalination plant in Tugun (subject to conditions)* • Mapping and graphing
UNIT 2	**Geographies of human wellbeing** • Wellbeing of humans • Issues affecting development of places and the impact they have on the people who live there • Roles of Government and non-Government bodies • Life expectancies based on geographical area • Human Development Index (wellbeing rating) and its use around the world • Choropleth maps and scatter graphs

What result do I need to achieve

Students must achieve a C in Year 9 History to be eligible to choose **Geography in Year 10**

Civics & Law: CAL (Sem 2 elec)

Year 10

This course develops students' understanding of Australia's federal system of government and the liberal democratic values—such as freedom, equality, and the rule of law—that support it. Grounded in the Australian Curriculum: Civics and Law, the subject examines political and legal systems, citizenship, diversity, and identity in contemporary society.

Students explore how citizens participate in democracy, how laws protect rights, and how individuals and groups influence civic life. While the primary focus is the Australian context, the curriculum also considers Australia's global role and international obligations.

The course encourages students to become informed, active citizens who contribute positively at local, national, and global levels. It fosters reflection on citizenship and belonging in a diverse, evolving democracy.

Additionally, students are introduced to foundational Legal Studies concepts, skills, and assessment techniques aligned with the Senior Syllabus. Emphasis is placed on developing 21st-century skills and the seven General Capabilities of the P–10 Australian Curriculum. Assessments are designed to suit Year 10 standards.

Pathways

This subject is a direct pathway for Year 11 and 12 Legal Studies.

A course of study in Civics & Law can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics.

	Units
UNIT 1	**Australian Government** Students examine the structure and functions of Australia's government, with a focus on democratic systems, global citizenship, and the protection of human rights.
UNIT 2	**Australian Legal System** This unit explores Australia's state and federal legal systems, focusing on criminal law, including citizens' rights, police powers, criminal proceedings, offence types, legal defences, and theories of punishment.
UNIT 3	**Civil Law: Defamation and rental law** Students study key aspects of civil law, focusing on defamation—its elements, defences, and relevant case studies. The unit also covers tenants' and landlords' legal rights, rental issues, and dispute resolution.
UNIT 4	**Environmental Law** Students explore environmental protection laws, with emphasis on Australia's 'net zero' strategy and legal efforts to preserve the Great Barrier Reef.

Modern History

GENERAL

About Modern History

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.

Subject Summary

Subject Type	Assessment	Qce Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What will students learn?

In studying Modern History, students will learn about:

- Ideas in the Modern World
- Movements in the Modern World
- National experiences in the Modern World
- International experiences in the Modern World

How will students be assessed?

Students will complete the following assessments:

- Internal assessment 1: Examination — extended response (25%)
- Internal assessment 2: Investigation (25%)
- Internal assessment 3: Investigation (25%)
- External assessment: Examination — short response (25%)

Where can Modern History lead?

Studying Modern History can lead to:

- History
- Education
- Psychology
- Sociology
- Law
- Business
- Economics
- Politics
- Journalism
- The Media
- Writing
- Academia
- Strategic analysis

What results do I need to achieve in Year 10 prerequisites?

Pathway 1 - Students must achieve a C in either Year 10 Modern or Ancient History or Geography to be eligible to choose Modern History in Year 11 & 12.

Pathway 2 - Students must achieve a B in Foundational Tourism and a C in Year 10 English to be eligible to choose Modern History in Year 11 and 12.

What are the units of work I will study in Year 11 and 12?

	Units	Assessment
UNIT 1	**Ideas in the Modern World** • Australian Frontier Wars, 1788-1930s • Xinhai Revolution and its aftermath, 1911-16	Formative internal assessment/s
UNIT 2	**Movements in the Modern World** • Women's movement since 1893 • African-American civil rights movement since 1954	Formative internal assessment/s
UNIT 3	**National experiences in the Modern World Australia** • Germany since 1914 • Australia since 1901	• Internal assessment 1: Examination — extended response (25%) • Internal assessment 2: Investigation (25%)
UNIT 4	**International experiences in the Modern World** • Australian engagement with Asia since 1945 • Cold War and its aftermath, 1945-2014	• Internal assessment 3: Investigation (25%) • External assessment: Examination — short response (25%)

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4. For reporting purposes, schools should develop at least one assessment per unit, with a maximum of four assessments across Units 1 and 2.

Geography

GENERAL

About Geography

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.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What will students learn?

In studying Geography, students will learn about:

- Responding to risk and vulnerability in hazard zones
- Planning sustainable places
- Responding to land cover transformations
- Managing population change

How will students be assessed?

Students will complete the following assessments:

- Examination — combination response (25%)
- Investigation — field report (25%)
- Investigation — data report (25%)
- Examination — combination response (25%)

Where can Geography lead?

Studying Geography can lead to:

- Urban and environmental design, planning and management
- Biological and environmental science
- Conservation and land management
- Emergency response and hazard management
- Oceanography
- Surveying
- Global security
- Economics
- Business
- Law
- Engineering
- Architecture
- Information technology
- Science

What results do I need to achieve in Year 10 prerequisites?

Pathway 1 - Students must achieve a C in either Year 10 Modern or Ancient History or Geography to be eligible to choose Geography in Year 11 and 12.

Pathway 2 - Students must achieve a B in Foundational Tourism and a C in Year 10 English to be eligible to choose Geography in Year 11 and 12.

What are the units of work I will study in Year 11 and 12?

	Units	Assessment
UNIT 1	**Responding to risk and vulnerability in hazard zones** • Natural hazard zones • Ecological hazard zones	Formative internal assessment
UNIT 2	**Planning sustainable places** • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity	Formative internal assessment
UNIT 3	**Responding to land cover transformations** • Land cover transformations and climate change • Responding to local land cover transformations	Summative internal assessment 1: Examination — combination response (25%) Summative internal assessment 2: Investigation — field report (25%)
UNIT 4	**Managing population change** • Population challenges in Australia • Global population change	Summative internal assessment 3: Investigation — Data report (25%) Summative external assessment: Examination — combination response (25%)

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

For reporting purposes, schools should develop at least one assessment per unit, with a maximum of four assessments across Units 1 and 2.

Legal Studies

GENERAL

About Legal Studies

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.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What will students learn?

In studying Legal Studies, students will learn about:

- Beyond reasonable doubt
- Balance of probabilities
- Law, governance and change
- Human rights in legal contexts

How will students be assessed?

Students will complete the following assessments:

- Examination — combination response (25%)
- Investigation — inquiry report (25%)
- Investigation — analytical essay (25%)
- Examination — combination response (25%)

Where can legal studies lead?

Studying Legal Studies can lead to:

- Law
- Law enforcement
- Criminology
- Justice studies
- Politics

What results do I need to achieve in Year 10 prerequisites?

Students must achieve a C in Year 10 English to be eligible to choose **Legal Studies in Year 11 and 12.**

What are the units of work I will study in Year 11 and 12?

	Units	Assessment
UNIT 1	**Beyond reasonable doubt** • **Topic 1:** Legal foundations • **Topic 2:** Criminal investigation process • **Topic 3:** Criminal trial process • **Topic 4:** Punishment and sentencing	Formative internal assessment
UNIT 2	**Balance of probabilities** • **Topic 1:** Civil law foundations • **Topic 2:** Contractual obligations • **Topic 3:** Negligence and the duty of care	Formative internal assessment
UNIT 3	**Law, governance and change** • **Topic 1:** Governance in Australia • **Topic 2:** Law reform within a dynamic society	Summative internal assessment 1: Examination — combination response (25%) Summative internal assessment 2: Investigation — inquiry report (25%)
UNIT 4	**Human rights in legal contexts** • **Topic 1:** Human rights • **Topic 2:** Australia's legal response to international law and human rights • **Topic 3:** Human rights in Australian contexts	Summative internal assessment 3: Investigation — argumentative essay (25%) Summative external assessment: Examination — combination response (25%)

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

For reporting purposes, schools should develop at least one assessment per unit, with a maximum of four assessments across Units 1 and 2.

Tourism

APPLIED

About Tourism

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment. The term 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family. This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services. The subject allows 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 processes and outcomes.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects

What will students learn?

In studying Tourism, students will learn about:

Year 11

Sem 1: Tourism and Travel

Sem 2: Tourism Trends and Patterns

Year 12

Sem 3: Tourism Marketing

Sem 4: Tourism Industry and Careers

How will students be assessed?

Students may complete the following assessments:

- Projects
- Investigations

Where can Tourism lead?

Studying Tourism can lead to:

- Accommodation
- Food & Beverage
- Transport (airline cabin crew)
- Tourism attractions (theme parks etc)
- Travel Trade (travel agencies etc)
- Tour guiding
- Tourism Event venues
- Sporting event venues

What results do I need to achieve in Year 10 prerequisites?

There is no result prerequisite in Year 10 to be eligible to choose **Tourism in Year 11 and 12.**

Social & Community Studies

APPLIED

About Social and Community Studies

Social & Community Studies focuses on personal development and social skills that lead to self-reliance, self-management and concern for others.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects

What will students learn?

In studying Social & Community Studies, students learn about:

- Australia and its place in the world
- Arts and Identity
- Legal and Digital Citizenship
- Lifestyle and Financial choices

How will students be assessed?

Students may complete the following assessments:

- Project
- Extended response
- Investigation

Where can Social and Community Studies lead?

Social and Community Studies can establish a basis for further education and employment, as it helps students develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It provides knowledge and encourages attitudes and behaviours required for effective participation in the community.

What are the Core topics and electives I will study in Year 11 and 12?

Core	Electives
• Personal Skills • Interpersonal Skills • Citizenship Skills	• Australia's Place in the World • The Arts and the Community • Legally, it could be you • Science and Technology

What results do I need to achieve in Year 10 prerequisites?

There is no result prerequisite in Year 10 to be eligible to choose **Social and Community Studies in Year 11 and 12.**

Economics and Business: ECB

YEAR 10

Subject Overview

This course focuses on productivity, growth, and living standards in the Australian context. Students examine the factors influencing individual, financial, and economic decision-making, including how governments manage the economy to support growth and wellbeing. The unit also explores how businesses respond to changing economic conditions, improve productivity, and manage their workforce. Key topics include Australia's superannuation system and the financial decisions that impact individual wellbeing and the broader community.

This subject is a direct pathway for Year 11 and 12 Accounting, Business or Economics

How will students be assessed?

- Unit 1: Examination – Combination response
- Unit 2: Examination – Combination response
- Unit 3: Examination – Combination response
- Unit 4: Assignment – Inquiry and financial report

UNITS OF STUDY

Unit 1: Maximising workforce efficiency and productivity for business success

- Functions of HRM
- Strategic workforce planning
- Recruitment and selection
- Training and development
- Fair Work Australia
- Employee engagement
- Employee retention
- Workers and unions
- Ethical behaviours
- 4-Day Work Week

Unit 2: The role of Accountants in supporting small business, completing financial records and making decisions

- Understand and explain the accounting entity concept.
- Apply the accounting equation to real-world scenarios.
- Distinguish between cash and credit transactions and their impact on financial statements.
- Describe the features of a sole trader business and its advantages and disadvantages.
- Compare unlimited and limited liability, and analyse how they affect business owners.
- Use the REALO framework (Revenue, Expenses, Assets, Liabilities, Owner's Equity) to analyse financial data.
- Calculate the net worth of a business using financial statements.
- Use the double-entry bookkeeping method.
- Perform a Cost-Volume-Profit (CVP) analysis to assess business profitability.
- Calculate and interpret the contribution margin and use it to prepare contribution margin statements and ratios.

Unit 3: Managing an economy and living standards in Australia

- Scarcity and factors of production
- The circular flow of economic activity
- The law of supply and demand
- Gross Domestic Product
- Unemployment: causes and impact
- Inflation: understanding price changes
- Living standards: factors and indicators
- Sustainable economic growth
- Interest rates and their economic effects
- The cash rate: significance and influence
- Monetary policy: tools and objectives
- The role of the Reserve Bank of Australia
- Macroeconomic policy: budgetary and fiscal tools
- Tariffs and their economic impact

Unit 4: Financial decision-making as a consumer and long-term superannuation investment

- Superannuation: Purpose, types of funds, government involvement, and impact on financial security and economic growth.
- Insurance: Life, income protection, and types of insurance (third-party vs. comprehensive) through superannuation and personal financial protection.
- Consumer decision-making: Factors influencing purchases (minor vs. major), borrowing money, credit and debit card impact, and vehicle purchasing considerations.
- Financial management: Depreciation, running vehicle costs, fees on loans, and calculating car loan repayments and total costs.

Prerequisites and Costs

There are no prerequisites. Additional funds may be required for printing if the initial allocation is depleted.

Accounting

GENERAL

About Accounting

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What will students learn?

- Real world accounting
- Financial reporting
- Managing resources
- Accounting — the big picture

How will students be assessed?

- Project — 25%
- Examination — combination response (25%)
- Examination — combination response (25%)
- Examination — combination response (25%)

Where can Accounting lead?

Studying Accounting can lead to:

- Accounting
- Business
- Management
- Banking
- Finance
- Law
- Economics
- Commerce

Course Structure

Accounting is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

What result do I need to achieve in Year 10 (prerequisite)

Students must receive a C in Year 10 English and General Mathematics to choose Accounting in Year 11.

What are the units of work I will study in Year 11 and 12?

	UNITS	ASSESSMENT
UNIT 1	**Real-world accounting** • **Topic 1:** Introduction to Accounting • **Topic 2:** Accounting for today's businesses	Formative internal assessment/s
UNIT 2	**Financial Reporting** • **Topic 1**: End-of-period reporting for today's businesses • **Topic 2**: Performance analysis of a sole trader business	Formative internal assessment/s
UNIT 3	**Managing Resources** • **Topic 1:** Cash management • **Topic 2:** Managing resources for a sole trader business	• Project — cash management (25%) - Summative • Examination — combination response (25%) - Summative
UNIT 4	**Accounting — the big picture** • **Topic 1**: Fully classified financial statement reporting and analysis for a sole trader business • **Topic 2**: Complete accounting process for a sole trader business • **Topic 3:** Performance analysis of a public company	• Examination — combination response (25%) - Summative • Examination — combination response (25%) - Summative

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4. For reporting purposes, schools should develop at least one assessment per unit, with a maximum of four assessments across Units 1 and 2.

Economics

GENERAL

About Economics

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What will students learn?

In studying Economics, students will learn about:

- Markets and models
- Modified markets
- International economics
- Contemporary macroeconomics

How will students be assessed?

Students will complete the following assessments:

- Examination — combination response (25%)
- Investigation (25%)
- Examination — extended response (25%)
- Examination — combination response (25%)

Where can Economics lead?

Studying Economics can lead to:

- Economics
- Econometrics
- Management
- Data analytics
- Business
- Accounting
- Finance
- Actuarial science
- Law
- Political science

What result do I need to achieve at the end of Year 10 to be eligible to choose economics in Year 11 and 12 (prerequisite)?

Students must achieve a C in Year 10 English and in General Mathematics, to be eligible to choose Economics in Year 11 and 12.

What are the units of work I will study and how will I be assessed?

	Units	Assessment
UNIT 1	**Markets and models** • **Topic 1:** The basic economic problem • **Topic 2:** Economic flows • **Topic 3:** Market forces	Formative internal assessment/s
UNIT 2	**Modified markets** • **Topic 1:** Markets and efficiency • **Topic 2:** Case options of market measures and strategies	Formative internal assessment/s
UNIT 3	**International economics** • **Topic 1:** International trade • **Topic 2:** Global economic issues	• Examination — combination response (25%) • Investigation (25%)
UNIT 4	**Contemporary macroeconomics** • **Topic 1:** Macroeconomic objectives and theory • **Topic 2:** Economic indicators and past budget stances • **Topic 3**: Economic management	• Examination — extended response (25%) • Examination — combination response (25%)

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

For reporting purposes, schools should develop at least one assessment per unit, with a maximum of four assessments across Units 1 and 2.

Business

GENERAL

About Business

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

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What will students learn?

In studying Business, students will learn about:

- Business creation
- Business growth
- Business diversification
- Business evolution

How will students be assessed?

Students will complete the following assessments:

- Examination — combination response (25%)
- Investigation — business report (25%)
- Extended response — feasibility report (25%)
- Examination — combination response (25%)

Where can business lead?

A course of study in Business can lead to:

- Business management
- Business development
- Entrepreneurship
- Business analytics
- Economics
- Business law
- Accounting and finance
- International business
- Marketing
- Human resources management
- Business information systems

Course structure

Business is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

What result do I need to achieve in Year 10 (prerequisite)

Students must receive a C in Year 10 English to choose Business in Year 11.

What are the units of work I will study in Year 11 and 12?

	Units	Assessment
UNIT 1	**Business creation** **Topic 1:** Fundamentals of business **Topic 2:** Creation of business ideas	Formative internal assessment/s
UNIT 2	**Business growth** **Topic 1:** Establishment of a business **Topic 2:** Entering markets	Formative internal assessment/s
UNIT 3	**Business diversification** **Topic 1:** Competitive markets **Topic 2:** Strategic development	Summative internal assessment 1: Examination — combination response (25%) Summative internal assessment 2: Investigation — business report (25%)
UNIT 4	**Business evolution** **Topic 1:** Repositioning a business **Topic 2:** Transformation of a business	Summative internal assessment 3: Extended response — feasibility report (25%) Summative external assessment: Examination — combination response (25%)

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4. For reporting purposes, schools should develop at least one assessment per unit, with a maximum of four assessments across Units 1 and 2.

Business Studies

APPLIED

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

A course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations.

Business practices provide the foundation of an organisation to enable it to operate and connect with its customers, stakeholders and community. The business practices explored in this course of study could include working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects

What will students learn?

- Working in Administration
- Working with Customers
- Working in Events
- Working in Finance

How will students be assessed?

- Extended responses
- Projects

Where can business studies lead?

- Office administration
- Data entry
- Retail
- Sales / Reception
- Small business
- Finance administration
- Public relations
- Property management
- Events administration
- Marketing

What result do I need to achieve in Year 10 (prerequisite)

For students wishing to join Business Studies in Year 11, there is NO Year 10 prerequisite.

Languages

YEAR 10	YEAR 11	YEAR 12
Year 10 Year 11 French General	**Year 11** **Year 12 French** General	**Year 12** **French Extension** General
Year 10 Japanese	**Year 11** **Japanese** General	**Year 12** **Japanese** General

Japanese: JPS

YEAR 10

The Year 10 Program covers units of work which prepare students to continue their language studies to a senior level. Students enhance their ability to communicate in Japanese and to discuss topics that are relevant to everyday life as well as have fun and be creative. This program is a prerequisite for the authority subject of Senior Japanese.

Bonus Rank Scheme:

The Bonus Rank Scheme is for current Year 12 students. Students who complete Year 12 Japanese with a C (Sound Achievement) or better will receive 2 bonus rank points at selected Australian Universities (eg. Griffith University and University of Queensland).

	UNITS
UNIT 1	**New Beginnings** This unit encourages students to evaluate their immediate physical surroundings; their room and their classroom. They will consider what it is like to be a student at Benowa SHS, living on the Gold Coast. Students will make comparisons of the lives of Japanese senior high school students by listening and reading to accounts of school and home life in Japan. They will cover topics such as traditional housing, customs and living conditions. By examining their home and school life in comparison to others, students develop a deep understanding of cultural differences, and the influence of culture on lifestyle.
UNIT 2	**Dinner with Friends** Students will study a range of language used in a conversation at an informal Japanese Restaurant. In response to stimulus, they will identify and describe their friend's physical appearance, clothing and personality. Students will respond to expressions used in a Japanese Restaurant, discuss choices and order meals. An awareness of unfamiliar manners, customs and associated language prepares students to cater better for the needs of others and encourages them to adapt their behaviour to suit new environments.
UNIT 3	**Finding my way as an exchange student to Japan** Students will use the target language associated with directions; finding their way from the train station to a home, school, shop or service provider. Once there, students will encounter differing expectations, procedures, rules and customs. They will learn what you can and cannot do and how to ask for clarification or assistance. In turn, students develop empathy for others who experience difficulties in unfamiliar surroundings.
UNIT 4	**Preparing for the future** The study of this unit prepares the students for the possibility of part time work at a local establishment where the skill of speaking Japanese is an advantage. Students will work towards a job interview held in the target language. They will be able to discuss their experience, likes, aspirations and abilities.

What result do I need to achieve at the end of Semester 1, Year 10 (prerequisite)?

Students must achieve a C in Year 9 Japanese to be eligible to choose Japanese in Year 10.

Japanese

GENERAL

About Japanese

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What will students learn?

In studying Japanese, students will learn about:

- My world
- Exploring our world
- Our society; culture and identity
- My present; my future

How will students be assessed?

Students will complete the following assessments:

- Examination — short response (20%)
- Examination — combination response (25%)
- Multimodal presentation and interview (30%)
- Examination combination response (25%)

Where can Japanese lead?

Studying Japanese supports:

- Business
- International business
- Accounting
- Hospitality
- Law
- Science
- Technology
- Sociology
- Education
- Interpreter
- Politics
- Travel industry

Course Structure

Japanese is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

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

What are the units of work I will study in Year 11 and 12?

	UNITS	ASSESSMENT
UNIT 1	私のくらし **My world** • Family/carers • Peers • Education	Formative internal assessment/s
UNIT 2	私達のまわり **Exploring our world** • Travel and exploration • Social customs • Japanese influences around the world	Formative internal assessment/s
UNIT 3	私達の社会 **Our society: culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	Summative internal assessment 1: Examination — short response (20%) Summative internal assessment 2: Examination — combination response (25%)
UNIT 4	私の将来 **My present; my future** • The present • Future choices	Summative internal assessment 3: Multimodal presentation and interview (30%) Summative external assessment: Examination — combination response (25%)

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

For reporting purposes, schools should develop at least one assessment per unit, with a maximum of four assessments across Units 1 and 2.

What result do I need to achieve in Year 10 Japanese (prerequisite)?

Students must receive a C in Year 10 Japanese to progress into Year 11 Japanese

When run as a composite class due to lower student numbers, both Years 11 and 12 study the same topics, in which case the Year 11 and 12 topics may be the reverse of those stipulated above.

French

GENERAL

About French

French provides students with the opportunity to reflect on their understanding of the French language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What will students learn?

In studying French, students will learn about:

- My world
- Exploring our world
- Our society; culture and identity
- My present; my future

How will students be assessed?

Students will complete the following assessments:

- Examination — short response (20%)
- Examination — combination response (25%)
- Multimodal presentation and interview (30%)
- Examination — combination response (25%)

Where can French lead?

Studying French supports:

- Business
- International business
- Accounting
- Hospitality
- Law
- Science
- Technology
- Sociology
- Education
- Interpreter
- Politics
- Travel industry

Course Structure

French is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

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

What are the units of work I will study in Year 11 and 12?

	UNITS	ASSESSMENT
UNIT 1	**Ma vie My world** • Family/carers • Peers • Education	Formative internal assessment/s
UNIT 2	**L'exploration du monde** **Exploring our world** • Travel and exploration • Social customs • French influences around the world	Formative internal assessment/s
UNIT 3	**Notre société** **Our society: culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	Summative internal assessment 1: Examination — short response (20%) Summative internal assessment 2: Examination — combination response (25%)
UNIT 4	**Mon avenir** **My present; my future** • The present • Future choices	Summative internal assessment 3: Multimodal presentation and interview (30%) Summative external assessment: Examination — combination response (25%)

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

For reporting purposes, schools should develop at least one assessment per unit, with a maximum of four assessments across Units 1 and 2.

What result do I need to achieve in Year 10 French (prerequisites)?

Students must receive a C in Year 10 French to progress into Year 11 French.

Year 10 French students are studying at Year 11 level. Students must receive a C or above in Year 9 French Immersion to be accelerated.

French Extension

GENERAL

About French Extension

French Extension equips students with a deeper intercultural understanding and enhanced communicative abilities, preparing them for an increasingly globalised world.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What will students learn?

In studying French Extension, students will:

- Investigate how meaning is communicated in French texts

How will students be assessed?

Students will complete the following assessments:

- Examination — combination response (20%)
- Examination — extended response (25%)
- Project — investigative folio and interview (30%)
- Examination — extended response (25%)

Where can French Extension lead?

Studying French Extension supports:

- Business
- International business
- Accounting
- Hospitality
- Law
- Science
- Technology
- Sociology
- Education
- Interpreter
- Politics
- Travel industry

Course Structure

French Extension is a course of study consisting of two units. Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

French Extension is an extension of the General syllabus in French and should be read in conjunction with that syllabus. The course is studied either concurrently with, or after, Units 3 and 4 of the General course in French, or its equivalent. 'Equivalent' refers to compatible interstate or overseas school French syllabuses or qualifications. Students undertaking French Extension will be determined by their school.

Unit 3 is prerequisite learning for Unit 4. Students complete Unit 3 before beginning Unit 4.

The results from Units 3 and 4 will contribute to ATAR calculations.

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

What are the units of work I will study in Year 11 and 12?

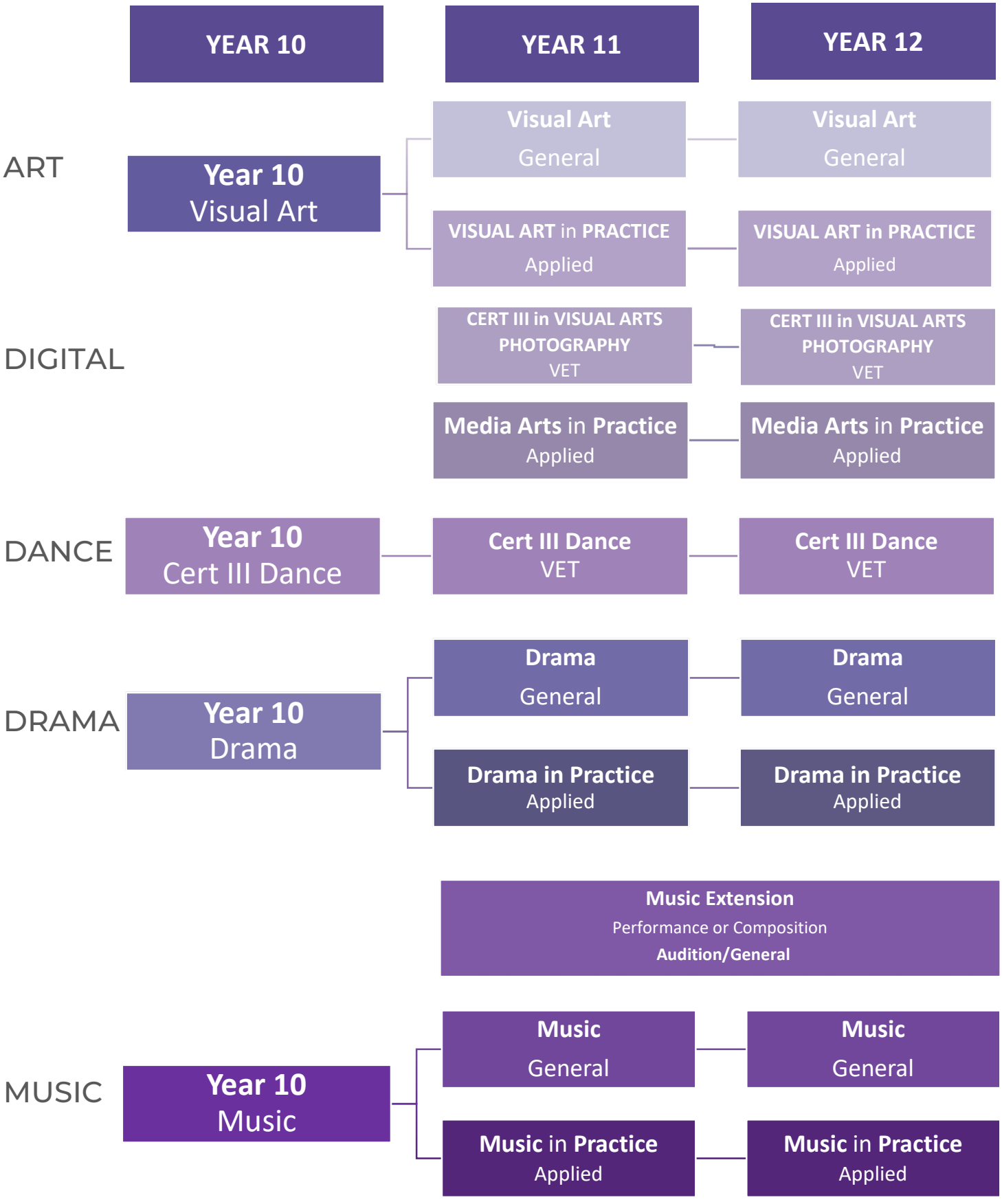
	UNITS	ASSESSMENT
UNIT 3	Guided investigation The school chooses two areas of study from the list below. • Literature • The arts • Social sciences • Media studies • Innovation, science and technology • Business and commerce	Summative internal assessment 1: Examination — combination response (20%) Summative internal assessment 2: Examination — extended response (25%)
UNIT 4	Independent investigation The student chooses an area of special interest that is not an extension of a learning experience undertaken in the subject matter of Unit 3.	Summative internal assessment 3: Project — investigative folio and interview (30%) Summative external assessment: Examination — extended response (25%)
Students should have opportunities in French to acquire the analytical skills they will need to build on in French Extension.		

What result do I need to achieve in Year 12 French (prerequisites)?

French extension is available in Year 12 only.

Students must receive a C in Semester 1 Year 12 French to progress into Year 12 French Extension

The Arts


YEAR 10
YEAR 11
YEAR 12
ART
Year 10
Visual Art
Visual Art
General
Visual Art
General
VISUAL ART in PRACTICE
Applied
VISUAL ART in PRACTICE
Applied
DIGITAL
CERT III in VISUAL ARTS
PHOTOGRAPHY
VET
CERT III in VISUAL ARTS
PHOTOGRAPHY
VET
Media Arts in Practice
Applied
Media Arts in Practice
Applied
DANCE
Year 10
Cert III Dance
Cert III Dance
VET
Cert III Dance
VET
DRAMA
Year 10
Drama
Drama
General
Drama
General
Drama in Practice
Applied
Drama in Practice
Applied
Music Extension
Performance or Composition
Audition/General
MUSIC
Year 10
Music
Music
General
Music
General
Music in Practice
Applied
Music in Practice
Applied

Art: ART

YEAR 10

Course Overview

Year 10 is part of a three-year senior course. It allows for the developing maturity of students to consolidate skills and techniques studied in Semester One and then leading into more conceptually challenging art work.

You should choose this subject if you like to express your ideas in a variety of art media and learning the appropriate techniques to do this.

Possible Career Pathways

- Architect
- Interior or exterior designer
- Artist
- Gallery director
- Appraiser
- Researcher
- Industrial Design
- Animator
- Graphic Artist
- Computer Design
- Tattoo artist
- Photographer
- Make Up Artist
- Set Designer
- Fashion Designer
- Antiquarian
- Art Historian

	Units	Assessment
UNIT 1	**Term 1: Reinventing the Renaissance Focus:** • Painting and Appropriation • Accompanying Written Task	**Responding -** Written tasks reinforce research into practical areas studying both traditional and contemporary art. **Creating and Presenting -** Students make images and objects to express personal responses to researched ideas. Acrylic painting – accessing imagery and colour swap techniques.
UNIT 2	**Term 2: Pop Culture in the 21st Century Focus:** • 2D Media and Experimentation	**Responding –** Appraising – Investigation task. **Making –** Collage: creation of layered collages and manipulation of printed imagery.
UNIT 3	**Term 3: A Window into Twentieth Century Modernism** Focus: • Drawing focusing on appropriate contemporary modernist artist • Appraising - Interview	**Responding –** Appraising exam. **Making –** Drawing: development of a composite image.
UNIT 4	**Term 4: 3D Psychological Journeys Focus** • Sculpture – Form and Meaning	**Making –** Sculpture: simplification of the human figure and exploration of environmental/social concerns.

Requirements

Coloured pencils, 2B and 6B pencils, eraser, glue stick, sharpener.

Prerequisite Subjects

This subject forms part of the foundation for Senior Authority Visual Art and Applied Art subjects. Students require a C in English in Year 9.

Excursions / Exhibitions

Students are provided with opportunities to view in-house exhibitions and professional artists for instance gallery excursions. Students produce art to be displayed in the school and annual art exhibition.

Drama: DRA

YEAR 10

Course Overview

Drama is one of the oldest art forms known. It has its origin in the impulse to imitate, symbolise and ritualise experiences in an attempt to understand and control them. Drama provides a medium for exploration, social criticism, celebration and entertainment. It enables students to define and shape their own identity within social and cultural contexts. You should choose Drama if you enjoy working in groups, working actively and creatively, expressing ideas through voice and movement or writing and designing.

Possible Career Pathways

- Actor
- Director / Producer
- Teacher
- Researcher
- Television presenter
- Lawyer
- Arts writer
- Events management
- Tourism
- Public speaking
- Politics
- Marketing / Advertising
- Journalist / Screenwriter
- Presenter
- Dramaturge
- Lighting and sound designer
- Theatre technician
- Artist
- Playwright
- Editor
- Lecturer

	Units	Assessment
UNIT 1	**Term 1: The Maiden Voyage – Titanic and Improvisation** Adopt the role of a real-life passenger on the Titanic as we re-enact the many events through improvisation.	**Presenting:** • Extended Improvisation. • Responding: • Reflection and analysis (Essay). • Forming: • Production Journal
UNIT 2	**Term 2: Our First Encounters – Small Poppies and Theatre for Young People** Do you remember your first day of school? Take on the role of a five-year-old starting school.	**Presenting:** • Group performance. • Forming: • Scripted Scene
UNIT 3	**Term 3: A Journey of the Mind – Page to Stage Translation** Develop and perform strange, creepy or absurd versions of classic tales.	**Presenting:** • Group performance. • Responding: • Analysis of Senior Dram Festival (Essay)
UNIT 4	**Term 4: A Tour of Teen Angst – Theatre for Adolescent** Delve into modern Queensland-based plays targeting their own age group as an audience.	**Presenting**: • Group performance. • Responding: • Play Analysis (Open-book exam)

Prerequisites

Nil – This is a foundation subject for the Senior Authority Drama Subject.

Requirements

A USB and black drama pants.

Excursions and Performances

Students are provided with opportunities to both view and take part in live performances throughout the year.

Music: MUS

YEAR 10

Course Overview

Music is a subject which enables students to develop personally in many ways. It can provide an expressive outlet, and a way of getting to know others. Students will find music a most enjoyable subject that assists in balancing their school course.

You should choose this subject if you have an interest in expressing your ideas about the world, love performing and/or composing music and you have a passion for music. Students will encounter music in a variety of ways and have the opportunity to play and sing music of all types, to create their own compositions and to learn to listen to music and to understand a variety of musical styles.

Possible Career Pathways

- Solo performer
- Concert manager
- Composer
- Music publisher
- Screen composer
- Studio manager
- Teacher
- Journalist
- Record producer
- Recording engineer
- Musicology
- Orchestra musician
- Tour operator
- Ethnomusicology
- Instrument production/repair
- Music Director
- Child care
- Backstage crew
- Event management
- Sound/lighting engineer
- Radio presenter
- Programmer
- TV production team
- TV presenter

	Units	Assessment
UNIT 1	**Term 1: Blues and Jazz** Through the study of Blues/Jazz students will learn about improvisation as well as how Jazz has impacted on many music styles and genres	**Performing –** ensemble performance **Composing** - Students combine musical elements to create music that is in a specific context and/or genre - musicianship **Responding -** Students listen, analyse, discuss and write about music.
UNIT 2	**Term 2: Latin Music** Throughout this unit students will be involved in practical ensemble sessions and learn how to arrange for a variety of styles, including Latin.	**Performing -** Students communicate to audiences through playing, singing in a solo and an ensemble. **Composing** - Students combine musical elements to create music that is in a specific context and/or genre. **Responding –** Music analysis
UNIT 3	**Term 3: Film music** Film music looks at how and why music is used in film and studies its effectiveness.	**Performing –** Solo and ensemble performances. **Responding -** Analyse, discuss and write about music.
UNIT 4	**Term 4: Music Now** In this unit, students will look at significant musical works of today	**Performing -** Students communicate to audiences through playing, singing and conducting of music, in solo and ensemble situations. **Composing** - Students combine musical elements to create music that is in a specific context and/or genre. **Listening -** Students listen, analyse, discuss and write about music.

Requirements

USB

Prerequisite Subjects

Year 9 Music Excellence is a direct pathway for Year 10 Music – however students may choose this subject after completing another excellence course or the mainstream program. An ability to read music is required.

This subject forms part of the foundation for Senior General Music.

Excursions and Performances

Students are provided with opportunities to both view and take part in live performances throughout the year.

Visual Art

GENERAL

About Visual Art

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What will students learn?

In studying Visual Art, students will learn about:

- Art as lens
- Art as code
- Art as knowledge
- Art as alternate

How will students be assessed?

Students will complete the following assessments:

- Investigation — inquiry phase 1 (15%)
- Project — inquiry phase 2 (25%)
- Project — inquiry phase 3 (35%)
- Examination (25%)

Where can visual art lead?

Studying Visual Art can lead to:

- Advertising
- Arts administration
- Communication
- Creative industries
- Design
- Education
- Galleries and museums
- Film and television
- Public relations
- Science and technology

Course Structure

Visual Art is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

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

What are the units of work I will study in Year 11 and 12?

	Units	Assessment
UNIT 1	**Art as lens** Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based	Formative internal assessment/s Investigation 15% Project: Inquiry phase 25%
UNIT 2	**Art as code** Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based	Formative internal assessment/s Project 35% Internal Assessment: Exam 24%
UNIT 3	**Art as knowledge** Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student directed • Media: student directed	Summative internal assessment 1: Investigation — inquiry phase 1 (15%) Summative internal assessment 2: Project — inquiry phase 2 (25%)
UNIT 4	**Art as alternate** Through inquiry learning, the following are explored: • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student directed	Summative internal assessment 3: Project — inquiry phase 3 (35%) Summative external assessment: Examination (25%)
Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.		

What result do I need to achieve in Year 10 (prerequisite)

Students must receive a C in ART in Year 10 to progress into Visual Art in Year 11.

Media Arts in Practice

APPLIED

Media Arts in Practice is a four-unit course of study.

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

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

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration.

Unit Focus

Unit A – Personal Viewpoints

1. Use media technologies and media techniques.
2. Plan media artworks that express viewpoints about societal issues.
3. Communicate ideas about societal issues.
4. Evaluate media artworks that express viewpoints about societal issues.

Unit B - Representations

1. Use media technologies and media techniques.
2. Plan media artworks for social media or gaming platforms.
3. Communicate ideas about representations.
4. Evaluate media artworks for social media or gaming platforms that include representations.

Unit C - Community

1. Use media technologies and media techniques.
2. Plan media artworks that celebrate or advocate for community or inform audiences.
3. Communicate ideas about a selected community.
4. Evaluate media artworks that celebrate or advocate for community or inform audiences.

Unit D - Persuasion

1. Use media technologies and media techniques.
2. Plan media artworks that follow marketing styles or trends for an identified purpose.
3. Communicate ideas through making persuasive media art works.
4. Evaluate media artworks in the specified context.

Structure

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

Core Subjects	Elective Units
• Use media arts practices. • Plan media artworks. • Communicate ideas. • Evaluate media artworks.	• Audio — foley and sound effects, podcast, soundscape. • Moving image — animation (e.g., 2D, 3D, stop-motion), interactive technologies, live-action film, short form video, video log, virtual tour. • still image — digital illustration, graphic art, photography, print media, product design, web-based media.

Assessment

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result. At least two projects, with at least one project arising from community connections.

A1 Project - Short Film	A2 Media Artwork - Typography
Assessment A1 Personal viewpoints **Film and Screen Production** **Software - Adobe Premiere Pro + Audition** **Equipment – DSLR Film Camera** Students make and evaluate a design product and plan a media artwork that communicates a personal viewpoint about a societal issue.	**Assessment A1 Personal viewpoints** **Film and Screen Production** **Software - Adobe Premiere Pro + Audition** **Equipment – DSLR Film Camera** Students make and evaluate a design product and plan a media artwork that communicates a personal viewpoint about a societal issue.
B1 Project - HTML Artwork Website	**B2 Media Artwork - Magazine Publication**
Assessment B1 Representations **HTML Artworks, Webpage Design and Copyright** **Software – Adobe Dreamweaver + Photoshop** Students make a design product and plan a media artwork that explores representations. Students evaluate social media or gaming platforms.	**Assessment B1 Representations** **HTML Artworks, Webpage Design and Copyright** **Software – Adobe Dreamweaver + Photoshop** Students make a design product and plan a media artwork that explores representations. Students evaluate social media or gaming platforms.
C1 Project - Website Presentation	**C2 Media Artwork - Documentary Film**
Assessment C1 Community **Website Design and Future Careers** **Software – Adobe Dreamweaver + Photoshop** Students make and evaluate a design product that communicates ideas about a person, event, issue or other aspect in a community. Students plan a media artwork.	**Assessment C1 Community** **Website Design and Future Careers** **Software – Adobe Dreamweaver + Photoshop** Students make and evaluate a design product that communicates ideas about a person, event, issue or other aspect in a community. Students plan a media artwork.
D1 Project - Advertisement	**D2 Media Artwork - APP**
Assessment D1 Persuasion **Motion Graphics and Advertising** **Software – Adobe After Effects + Photoshop** Students make and evaluate a persuasive pitch for a media artwork that follows marketing styles or trends for an identified purpose, including a design pitch. Students plan the media artwork.	**Assessment D1 Persuasion** **Motion Graphics and Advertising** **Software – Adobe After Effects + Photoshop** Students make and evaluate a persuasive pitch for a media artwork that follows marketing styles or trends for an identified purpose, including a design pitch. Students plan the media artwork.

Dance

GENERAL

About Dance

Dance fosters creative and expressive communication. 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.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What will students learn?

In studying Dance, students will learn about:

- Moving bodies
- Moving through environments
- Moving statements
- Moving my way

How will students be assessed?

Students will complete the following assessments:

- Performance (20%)
- Choreography (20%)
- Project — dance work (35%)
- Examination — extended response (25%)

Where can dance lead?

Studying Dance can lead to:

- Arts administration and management
- Communication
- Education
- Public relations
- Research
- Science and technology.

Course structure

Dance is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

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

What are the units of work I will study in Year 11 and 12?

	Units	Assessment
UNIT 1	**Moving bodies** How does dance communicate meaning for different purposes and in different contexts? • Genres: contemporary at least one other genre • Subject matter: meaning, purpose and context historical and cultural origins of focus genres	Formative internal assessment/s Performance 20% Choreography 20%
UNIT 2	**Moving through environments** How does the integration of the environment shape dance to communicate meaning? • Genres: - Contemporary - at least one other genre • Subject matter: - physical dance environments including site-specific dance - virtual dance environments	Formative internal assessment/s Project (choreography and performance) 35% Internal exam 25% (extended response)
UNIT 3	**Moving statements** How is dance used to communicate viewpoints? • Genres: - Contemporary - at least one other genre • Subject matter: social, political and cultural influences on dance	Internal assessment 1: Performance (20%) Internal assessment 2: Choreography (20%)
UNIT 4	**Moving my way** How does dance communicate meaning for me? • Genres: - fusion of movement styles • Subject matter: - developing a personal movement style - personal viewpoints and influences on genre and style	Summative internal assessment 3: Dance work (35%) (Performance and choreography) External exam 25%

What result do I need to achieve in Year 10 (prerequisite)

Students must receive a C in Year 10 English plus Dance skills to progress into Dance in Year 11.

Drama

GENERAL

About Drama

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.

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What will students learn?

In studying Drama, students will learn:

- How drama promotes shared understandings of the human experience
- How drama is shaped to reflect lived experience
- How drama can be used to challenge our understanding of humanity
- How dramatic practice can be transformed

How will students be assessed?

Students will complete the following assessments:

- Performance (20%)
- Project — dramatic concept (20%)
- Project — practice-led project (35%)
- Examination — extended response (25%)

Where can Drama lead?

Studying Drama can lead to:

- Arts Administration and Management
- Communication
- Education
- Public Relations
- Research
- Science and Technology

Course structure

Drama is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

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

What are the units of work I will study in Year 11 and 12?

	Units	Assessment
UNIT 1	**Share** How does drama promote shared understandings of the human experience? • Cultural inheritances of storytelling • Oral history and emerging practices • A range of linear and non-linear forms	Formative internal assessment/s Performance 20% Dramatic concept 20%
UNIT 2	**Reflect** How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic • Associated conventions of styles and texts	Formative internal assessment/s Project 35%
UNIT 3	**Challenge** How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • Associated conventions of styles and texts	Summative internal assessment 1: Performance (20%) Summative internal assessment 2: Project — dramatic concept (20%)
UNIT 4	**Transform** How can you transform dramatic practice? • Contemporary performance • Associated conventions of styles and texts • Inherited texts as stimulus	Summative internal assessment 3: Project — practice led project (35%) External assessment: Examination (25%)

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

What result do I need to achieve in Year 10 (prerequisite)

There is no Year 10 prerequisite to progress into Drama in Year 11.

Music

GENERAL

About Music

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

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What will students learn?

In studying Music, students will learn about:

- Designs
- Identities
- Innovations
- Narratives

How will students be assessed?

Students will complete the following assessments:

- Performance (20%)
- Composition (20%)
- Integrated project (35%)
- Examination (25%)

Where can Music lead?

Studying Music can lead to:

- Arts administration
- Communication
- Creative industries
- Education
- Public relations
- Science and technology

Course structure

Music is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

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

What are the units of work I will study in Year 11 and 12?

	Units	Assessment
UNIT 1	**Designs** Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	Formative internal assessment/s Performance 20% Composition 20%
UNIT 2	**Identities** Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	Formative internal assessment/s Integrated project 35% Internal exam 25%
UNIT 3	**Innovations** Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	Summative internal assessment 1: Performance (20%) Summative internal assessment 2: Composition (20%)
UNIT 4	**Narratives** Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?	Summative internal assessment 3: Integrated project (35%) Summative external assessment: Examination (25%)
Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.		

What result do I need to achieve in Year 10 (prerequisite)

Students must receive a C in Year 9 and 10 Music to progress into Music in Year 11.

Music Extension (Composition)

GENERAL

About Music Extension

Music Extension provides an opportunity for students with specific abilities in music to extend their expertise.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What will students learn?

In studying Music Extension, students will:

- Investigate music concepts and ideas relevant to their specialisation.

How will students be assessed?

Students will complete the following assessments:

- Composition 1 (20%)
- Composition 2 (20%)
- Composition project (35%)
- Examination — extended response (25%)

Where can Music Extension lead?

Studying Music Extension can lead to:

- Arts administration
- Communication
- Creative industries
- Education
- Public relations
- Science and technology

Music Extension (Performance)

GENERAL

About Music Extension

Music Extension provides an opportunity for students with specific abilities in music to extend their expertise.

Subject summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What will students learn?

In studying Music Extension, students will:

- Investigate music concepts and ideas relevant to their specialisation.

How will students be assessed?

Students will complete the following assessments:

- Performance 1 (20%)
- Performance 2 (20%)
- Performance project (35%)
- Examination — extended response (25%)

Where can Music Extension lead?

Studying Music Extension can lead to:

- Arts administration
- Communication
- Creative industries
- Education
- Public relations
- Science and technology

Course Structure

The subject Music Extension is a unitised course of study.

It is an extension of the senior syllabus in Music 2019 and should be read in conjunction with that syllabus. The course is studied either concurrently with, or after, Units 3 and 4 of the general course in Music.

Unit 3 is prerequisite learning for Unit 4. Students complete Unit 3 before beginning Unit 4.

The results from Units 3 and 4 will contribute to ATAR calculations.

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

What are the units of work I will study in Year 11 and 12?

	Units	Assessment
UNIT 3	**Explore** Key idea 1: Initiate best practice Key idea 2: Consolidate best practice	**Composition specialisation assessment** Summative internal assessment 1: Composition 1 (20%) Summative internal assessment 2: Composition 2 (20%) **Musicology specialisation assessment** Summative internal assessment 1: Investigation 1 (20%) Summative internal assessment 2: Investigation 2 (20%) **Performance specialisation assessment** Summative internal assessment 1: Performance 1 (20%) Summative internal assessment 2: Performance 2 (20%)
UNIT 4	Emerge Key idea 3: Independent best practice	**Composition specialisation assessment** Summative internal assessment 3: Composition project (35%) **Musicology specialisation assessment** Summative internal assessment 3: Musicology project (35%) **Performance specialisation assessment** Summative internal assessment 3: Performance project (35%)
Assessment (all specialisations) Summative external assessment: Examination — extended response (25%)		
Students should have opportunities in Music to experience and respond to the types of assessment they will encounter in Music Extension.		

What result do I need to achieve in Year 10 (prerequisite)

Students must receive a C in Year 10 English. Must be enrolled in Year 10 Music – By audition only.

Visual Art in Practice

APPLIED

About Visual Arts in Practice

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

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
Applied	Internal assessment 100%	Up to 4	Only 1 may contribute when combined with 4 General subjects

What will students learn?

In studying Visual Arts in Practice, students will learn about:

- Visual mediums, technologies and techniques
- Visual literacies and contexts
- Artwork realisation

How will students be assessed?

Students will complete the following assessments:

- Project
- Product
- Extended response
- Investigation

Where can Visual Arts in Practice lead?

Studying Visual Arts in Practice can lead to:

- Advertising
- Animation
- Ceramics
- Decorating
- Design
- Drafting
- Game design
- Illustrating
- Make-up artistry
- Photography
- Styling
- Visual merchandising

Structure

The Arts in Practice course is designed around core and elective topics. Students explore at least three electives (art forms) across the four-unit course of study with at least two used in the creation of a product (artwork).

Core Subjects	Elective Units
• Arts literacies • Arts processes	• Dance • Drama • Media Arts • Visual Arts Music

Assessment

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

- At least one project, arising from community connections
- One product (artwork) (involving the integration of at least two art forms) that is separate from the assessable component of a project.

Project	
A response to a single task, situation and/or scenario.	The Project in Arts in Practice requires: • a product (artwork) that demonstrates the significant contribution of at least two art forms • At least one other component from the following: - written - spoken - multimodal.

Product (Artwork)	
A technique that assesses a range of skills in the creation of an original product (artwork) that expresses a personal aesthetic.	Variable conditions.

Extended Response	
A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	Presented in one of the following modes: • Written: 600–1000 words • Spoken: 3–4 minutes • Multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.

Investigation	
A response that includes locating and using information beyond students' own knowledge and the data they have been given.	Presented in one of the following modes: • Written: 600–1000 words • Spoken: 3–4 minutes • Multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.

What result do I need to achieve in Year 10 (prerequisite)

Students must receive a C in Year 10 Art plus Folio application) to progress into Visual Art in Practice in Year 11.

Drama in Practice

APPLIED

About Drama in Practice

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
Applied	Internal assessment 100%	Up to 4	Only 1 may contribute when combined with 4 General subjects

What will students learn?

In studying Drama in Practice, students will learn about:

- Dramatic principles
- Dramatic practices

How will students be assessed?

Students will complete the following assessments:

- Project
- Performance
- Product
- Extended response
- Investigation

Where can Drama in Practice lead?

Studying Drama in Practice can lead to:

- Performance
- Theatre management and promotions

Structure

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

Core Subjects	Elective Units
• Dramatic principles • Dramatic practices	• Acting (stage and screen) • Career pathways (including arts entrepreneurship) • Community theatre • Contemporary theatre • Directing • Play building • Scriptwriting • Technical design and production • The theatre industry • Theatre through the ages • World theatre

Assessment

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

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

What result do I need to achieve in Year 10 (prerequisite)

Nil prerequisite in Year 10.

Music in Practice

APPLIED

About Music in Practice

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

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
Applied	Internal assessment 100%	Up to 4	Only 1 may contribute when combined with 4 General subjects

What will students learn?

In studying Music in Practice, students will learn about:

- Music principles
- Music practices

How will students be assessed?

Students will complete the following assessments:

- Project
- Performance
- Product (composition)
- Extended response
- Investigation

Where can Music in Practice lead?

Studying Music in Practice can lead to:

- Critical listening
- Music management and promotions
- Performance

Structure

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

CORE SUBJECTS	ELECTIVE UNITS	
• Music principles • Music practices	• Community music • Contemporary music • Live production and performance • Music for film, TV and video games • Music in advertising	• The music industry • Music technology and production • Performance craft • Practical music skills • Songwriting • World music

Assessment

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

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

Project	
A response to a single task, situation and/or scenario.	At least two different components from the following: • Written: 500–900 words • Spoken: 2½–3½ minutes • Multimodal - non-presentation: 8 A4 pages max (or equivalent) - presentation: 3–6 minutes • Performance: variable conditions • Product: variable conditions.
Performance	
A technique that assesses the physical demonstration of identified skills.	• Music performance: minimum of two minutes total performance time • Production performance: variable conditions
Product (Composition)	
A technique that assesses the application of skills to create music.	• Manipulating existing sounds: minimum of two minutes • Arranging and creating: minimum of 32 bars or 60 seconds
Extended Response	
A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	Presented in one of the following modes: • Written: 600–1000 words • Spoken: 3–4 minutes • Multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.
Investigation	
A response that includes locating and using information beyond students' own knowledge and the data they have been given.	Presented in one of the following modes: • Written: 600–1000 words • Spoken: 3–4 minutes • Multimodal - non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.

What result do I need to achieve in year 10 (prerequisite)

There is no Year 10 prerequisite to progress into Music in Practice in Year 11.

Cert III in Visual Art - Photography

ASQA CODE: CUA31120

Vocational Education and Training Subject

Fees Applicable - please refer to Schedule of Fees document on the school website.

The **Certificate III in Visual Arts** is a great place to begin your training as a **visual artist**. This qualification reflects the role of individuals who are developing a Creative Arts Field of Education and Study. **This qualification is delivered by RTO 30051, Benowa SHS**.

- **Photography** explores a range of cameras from traditional SLR through to modern Digital, combined with manual control practices and production methods.
- **Design** explores the basic elements and principles of design through a variety of creative projects.
- **Creative Practice** explores a variety of media and techniques whilst developing skills working in small groups to plan and produce a number of collaborative projects.
- **Digital Imaging, Video and Publication** introduces students to the basic tools and functions of Adobe Photoshop, Premiere Pro whilst publishing their project digitally.
- **OHS/Critical Thinking** outlines health and safety considerations relevant to the visual arts and introduces students to new ideas and new ways of thinking about art.

The subject is delivered under Benowa SHS Registered Training Organisation: 30051.

Pathways

This qualification reflects the role of individuals who are developing a range of visual art skills and who take responsibility for own outputs in work and learning. Practice at this level is underpinned by the application of introductory art theory and history. You will develop a range of skills and investigate potential strengths before embarking onto more advanced and specialised programs.

Students produce a folio of work for self-promotion or further study. Articulation into the Certificate IV in Visual Arts is available and further diploma or degrees options are available after completion.

Qualification Structure

12 Units of competency comprising four core units and eight elective units. This is a nationally recognised qualification: CUA31120 Cert III in Visual Arts – Photography units listed below.

Assessment

A range of assessment strategies will be used including:

- Practical tasks / experiences
- Hands-on activities involving photographic equipment.
- Group projects
- e-Learning projects

Evidence contributing towards competency will be collected throughout the program allowing a student's competency to be assessed integrating a range of competencies.

4 X Core Units	5 X Elective Units A	3 X Elective Units B
• BSBWHS211 - Contribute to the 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	• CUAPHI312 - Capture photographic images • CUAPHI305 - Use wet darkroom techniques to produce monochrome photographs • CUADIG303 – Produce and prepare photo images • CUADIG304 – Create visual design components • CUADIG316 – Produce video art	• CUACMP311 - Implement copyright arrangements • ICTICT214 - Operate application software packages • ICTICT215 - Operate digital media technology packages

Cert III Dance

ASQA CODE: CUA30120

Vocational Education and Training Subject

Fees Applicable - please refer to Schedule of Fees document on the school website.

The Certificate III in Dance is a nationally accredited course designed for students who are passionate about dance and are considering a future in the performing arts industry or related fields. This course provides hands-on training in various dance styles, performance techniques, and industry knowledge. Students will complete a set number of **units of competency**, including core units like: Condition the body for performance, develop basic dance techniques in the styles of Jazz, Hip Hop, Contemporary, Lyrical, Ballroom, Musical Theatre, basic dance analysis and assist with dance teaching.

The subject is delivered under Benowa SHS Registered Training Organisation: 30051.

QCE Points: 8

Entry Requirements

Students are required to successfully audition at the end of Year 9 to participate in the course work in Year 10.

Assessment

Assessment is competency-based, meaning students are marked on whether they can demonstrate the required skills and knowledge, rather than through traditional exams and assignments. This includes project-based assessment which incorporates practical assessments, performances, journals and video submissions.

5 X Core Units	5 X Elective Units A	3 X Elective Units B/C
• CUACHR311 Develop basic dance composition skills • CUADAN331 Integrate rhythm into movement activities • CUAIND311 Work effectively in the creative arts industry • CUAPRF317 Develop performance techniques • CUAWHS311 Condition body for dance performance	• CUADAN315 Increase depth of jazz dance techniques • CUADAN318 Increase depth of contemporary dance techniques • CUADAN319 Increase depth of street dance techniques • CUADAN322 Increase depth of lyrical dance techniques • CUADAN320 Increase depth of social dance techniques	• CUAPRF316 Develop basic musical theatre techniques • CUADLT311 Develop basic dance analysis skills • CUADTM311 Assist with dance teaching

Technologies

YEAR 10	YEAR 11	YEAR 12
Year 10 Engineer Principles and Systems	Year 11 Industrial Technology Skills Applied	Year 12 Industrial Technology Skills Applied
Year 10 Materials and Technologies Specialisations	Year 11 Industrial Technology Skills Applied	Year 12 Industrial Technology Skills Applied
Year 10 Hospitality Practices	Year 11 Hospitality Practices Applied	Year 12 Hospitality Practices Applied
Year 10 Digital Technologies		
Year 10 Early Childhood Studies		

Engineering Principles & Systems: TES

YEAR 10

What is this course about?

Year 10 is a preparatory year for Years 11 and 12 Industrial Technology Skills. Senior units will not be accredited to students in Year 10. It is not mandatory or a prerequisite for Year 11 and 12. There is no cost for Year 10.

Most of the work is practical but students will engage in regular workshop theory lessons and weekly log books.

Pathways

A course of study in Engineering Principles and Systems can establish a basis for further education and employment. With additional training and experience, potential employment opportunities may be found in engineering trades as, for example, a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Skills and Objectives

- Describe Industry practices in manufacturing tasks
- Demonstrate fundamental production skills
- Interpret drawings and technical information
- Plan and adapt production processes
- Create products from specifications
- Evaluate industry practices, production processes and products, and make recommendations

	Units	Assessment
UNIT 1	**Semester 1 (Projects)** • Fitting – Back scratcher • Laser cutter • Welding and Fitting – Tri-Square • Fitting and Machining – BBQ Tongs • Metal Turning - Cannon	Assessment instruments will include practical work, weekly log book, practical tests and teacher observation
UNIT 2	**Semester 2 (Projects)** • Student own design • Electronics project e.g. electronic dice design • Toys with cam-laser cutter work	Assessment instruments will include practical work, weekly log book, practical tests and teacher observation

What result do I need to achieve in Year 9 Technologies (prerequisites)?

This Year 10 course is recommended for current Year 9 Technologies students and those with a possible interest in design and the trade industry. Students who have not studied ITD and who are keen to work safely can also do this course. It is anticipated that this course will encourage students to undertake further personal development, training and education in a range of areas related to the engineering trades.

- A satisfactory safety record.
- **Shoes with leather uppers must be worn at all times in workshops**

Materials and Technologies Specialisations: TMT

YEAR 10

What is this course about?

Materials and Technologies Specialisations focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities. Year 10 Materials and Technologies Specialisations, is a preparatory year for Years 11 and 12 Industrial Technologies Skills.

In studying Materials and Technologies Specialisations, students will learn about both Industry and production practices.

Pathways

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

Subject Matter / Projects

The Year 10 projects will include small furniture items and student design choices. The use of portable power tools will be minimal until the commencement of Year 11.

Semester 1: Projects

- Toolbox - jointing and laser cutter design
- Table – carcase construction

Semester 2: Projects

- Framing - chess board with drawers
- Wood turning – bowl or student choice
- Design - student choice with laser cutter design
- Assessment instruments will include practical work, weekly log book, practical tests, and teacher observation

Skills and objectives

- Manage career and work life
- Work with roles, rights and protocols
- Communicate for work; connect and work with others
- Recognise and utilise diverse perspectives
- Plan and organise; make decisions
- Identify and solve problems
- Create and innovate
- Work in a digital world

Assessment – both units:

- Upkeep of student work booklet. Safety in the furnishing workshop. Study of historical and emerging trends in furniture design. Use of workshop drawings, numeracy and literacy skills for the workplace, use of portable power tools and cutting machines.
- Projects for Assessment - This is on-going assessment of practical work, weekly log book, practical tests, and teacher observation.

What result do I need to achieve in Year 9 (Prerequisite)?

Nil result prerequisite in Year 9. Students must demonstrate a satisfactory safety record. Year 10 Materials and Technologies Specialisations, is not mandatory or a prerequisite for Year 11 and 12. There is no cost for Year 10.

**** Shoes with leather uppers must be worn at all times in workshops.**

Digital Technologies: DIG

YEAR 10

What is this course about?

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be safe, respectful, creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Pathways

Students studying Digital Technologies can pursue senior subjects that can lead them to further education in fields like computer science or data science, enter the technology industry, start their own tech-based businesses, engage in research and development, explore careers in digital media and design, or become educators or trainers. The field offers diverse opportunities for those with knowledge and skills in digital systems.

Content Structure

Students will be given a range of opportunities to explore and learn about the following two strands:

Knowledge and Understanding:

- Digital Systems
- Data Representation

Process and Production Skills:

- Acquiring, managing and analysing data
- Investigating and defining
- Generating and designing
- Producing and implementing
- Evaluating
- Collaborating and managing
- Privacy and security

What result do I need to achieve in Year 9 (prerequisite)?

This year 10 course is recommended for current year 9 technology students who have an interest in computers, coding, and digital technologies. Students who have not studied STEM or digital technology and are interested in this area are welcome to choose this course.

*** Students choosing this course must have a reliable and working laptop.**

Early Childhood Studies: ECO

YEAR 10

What is this course about?

The Year 10 Early Childhood Studies course is designed to offer students the opportunity to develop knowledge, attitudes and skills relates to child development, parenting and childcare. Students interested in careers relating to childcare or teaching, or those who just want to be competent parents, are encouraged to take this course. Year 10 Early Childhood lays the foundations to the senior Early Childhood program. The course encompasses four units of work.

Pathways

A course of study in Early Childhood Studies, can establish a basis for further education and employment in Health, Community Services and Education. Work opportunities exist as Early Childhood Educators, Teacher Aides or Assistants in a range of early childhood contexts.

Skills and objectives

- Analyse concepts and ideas of the fundamentals and practices of early childhood learning
- Apply concepts and ideas of the fundamentals and practices of early childhood learning
- Use language conventions and features to communicate ideas and information for specific purposes

	Units	Assessment
UNIT 1	**Term 1** • The Sexual Productive System • Contraception • Pregnancy	Written exams, written assignments, posters and brochures
UNIT 2	**Term 2** • Pregnancy • Lifestyle choices while pregnant • Nutrition during pregnancy • Labour and birth • Birthing Options • Baby Think It Over program • Preparing for a new born baby at home	Written exams, written assignments, posters and brochures
UNIT 3	**Term 3** • Postnatal check up • Caring for a new born baby • Breast feeding vs bottle feeding • Feeding a baby • Clothing a baby • Preparing meals for toddlers	Written exams, written assignments, posters and brochures
UNIT 4	**Term 4** • The role of the family • Family structures and functions • Parenting styles • Children - entertaining, partner, games, music	Written exams, written assignments, posters and brochures

What will help me be successful in this course? (Prerequisites):

Students are required to have a genuine interest in caring for and educating young children. Students should enjoy working closely with young children.

Nil prerequisites in Year 9 to enter into Early Childhood Studies in Year 10.

Hospitality Practices: HPO

YEAR 10

What is this course about?

Year 10 Hospitality is a subject designed for students who have a genuine love of food preparation, entertaining, nutrition and catering. It incorporates many skills used in everyday life and during many social occasions. Students are required to supply their own ingredients for cookery each week. (Average cost: $15.00 per week).

Pathways

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

Skills and objectives:

- Thinking and communicating with clarity and precision to demonstrate how meaning has been formed
- Thinking interdependently to consider perspectives and collaborate
- Questioning and problem-posing using an inquiry approach to explore evidence
- Applying past knowledge to new situations and making meaningful connections

	Units	Assessment
UNIT 1	**Term one: Around the World** • Introduction to food and nutrition • Types of menus • Styles of food service • Orient Express: Discover Asian cuisine • American Pie: Discover the cuisine of the Americans • Design Brief: Plan and prepare a Cultural Foods Buffet (combination of Chinese, Japanese, Mexican, Italian, Thai, Malaysian etc.) • Planning menus • Advance Australia Fare: Discover Australian cuisine • European Vacation: Discover European cuisine • Out of Africa: Discover African cuisine • Setting up a Buffet table, serving and making tea and coffee, and preparing and serving cold drinks	• Assignment • Practical weekly cooking • Function
UNIT 2	**Term two: Nuts about nutrition** • The Technology Design Process (investigating, designing, producing and evaluating) • Characteristics of employees • Food Stuff: Discovering nutrients • Bad Taste: Discover dietary related disease • An introduction to the hospitality industry • Kitchen safety • Science Fiction: Discover food myths • What's Hot?: Discover nutritional issues • Food for Thought: Discover the impact of technology An introduction to the hospitality industry	• Written exam • Practical weekly cooking

UNIT 3	**Term three: Make a meal of it** • Start Me Up: Discover breakfast • The Night Shift: Discover dinner • Snack Attack: Discover snacks and junk food • Table setting • In the Bag: Discover lunch • It's a Wrap: Discover fresh versus packaged • Preparing and serving meals • Plan a function: Design and prepare a two course meal and invite guests.	• Function • Assignment • Practical weekly cooking
UNIT 4	**Term four: Techno food** • Makes Sense: Discover sensory evaluation • Branded!: Discover food products • Labelled: Discover labelling • Packaging and marketing • Design Brief: Design your own food product • Service styles • Hot Properties: Discover properties of food • All Wrapped Up: Discover packaging • Product development • New and emerging foods • Food from other cultures - cultural awareness	• Written exam • Practical weekly cooking

What result do I need to achieve in Year 9 (prerequisite)?

No prerequisite, however, students are required to have a genuine interest in food preparation, food presentation and the Hospitality Industry and be able to demonstrate a good safety and behaviour record.

Industry Technology Skills

APPLIED

About Industrial Technology Skills

Technologies play a vital role in society, improving people's lives and impacting the world we live in. The manufacturing industry in Australia uses traditional and contemporary tools and materials to transform raw materials into valuable products, benefiting both enterprises and consumers.

Industrial Technology Skills education focuses on teaching industry practices and production processes in various sectors such as engineering, and furnishing. Students gain practical knowledge and skills through applied learning, enabling them to meet customer expectations in terms of product quality, price, and delivery time. This type of learning also develops transferable skills, including 21st-century literacy and numeracy, such as interpreting technical information, using tools and equipment safely, and communicating effectively. Students collaborate to solve problems and engage in hands-on manufacturing tasks related to real-world business and industry scenarios.

Subject summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Yes

What will students learn?

Students will have the opportunity to learn how to:

- Demonstrate practices, skills and procedures
- Interpret drawings and technical information
- Select practices, skills and procedures
- Sequence processes
- Evaluate skills and procedures, and products
- Adapt plans, skills and procedures

How will students be assessed?

Students will complete the following assessments:

- Practical Demonstration
- Project

Where can Industrial Technology Skills lead?

Studying Industrial Technology Skills opens up a range of career pathways for students. Graduates can pursue roles as manufacturing technicians, construction workers, engineering assistants, furniture makers/cabinetmakers, production planners, quality assurance technicians, project coordinators, technical writers, or even become entrepreneurs. The specific career options depend on the student's specialisation within the course and additional qualifications.

What results do I need to achieve in year 10 prerequisites?

Students must be able to demonstrate a good safety and behaviour record in any of the year 10 Technologies subjects. Students will need to come to each class prepared with leather shoes or safety boots to participate in the practical activities.

Assessment

Unit	Assessment
Unit 1: Engineering Option A: Fitting and Machining	**Practical demonstration of fitting and machining** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
	Fitting and machining product Product: 1 fitting and machining product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Unit 2: Furnishings Option A: Furniture-making	**Practical demonstration of furniture-making** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
	Multi-material furniture product Product: 1 multi-material furniture product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Unit 3: Engineering Option B: Welding and Fabrication	**Practical demonstration of welding and fabrication** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
	Welding and fabrication product Product: 1 welding and fabrication product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Unit 4: Furnishing Option F: Production in the bespoke furniture industry	**Practical demonstration of restoring a bespoke furniture artefact** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
	Bespoke furniture product Product: 1 bespoke furniture product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Hospitality Practices

APPLIED

About Hospitality Practices

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

Subject summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects.

What will students learn?

In studying Hospitality Practices, students will learn about:

- Beverage and food operations:
- Navigating the hospitality industry
- Working effectively with others
- Hospitality in practice

How will students be assessed?

Students will complete the following assessments:

- Project
- Investigation
- Examination

Where can Hospitality Practices lead?

Studying Hospitality Practices can lead to:

- Hospitality
- Hotel
- Events
- Tourism
- Business management

What result do I need to achieve in Year 10 Hospitality Practices (Prerequisite)?

No prerequisite however, students are required to have a genuine interest in food preparation, food presentation and the hospitality industry and be able to demonstrate a good safety and behaviour record.

Structure

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

Core Subjects	Elective Units
• Navigating the hospitality industry • Working effectively with others • Hospitality in practice	• Kitchen operations • Beverage operations and service • Food and beverage service

Assessment:

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

- At least two projects
- At least one investigation or an extended response

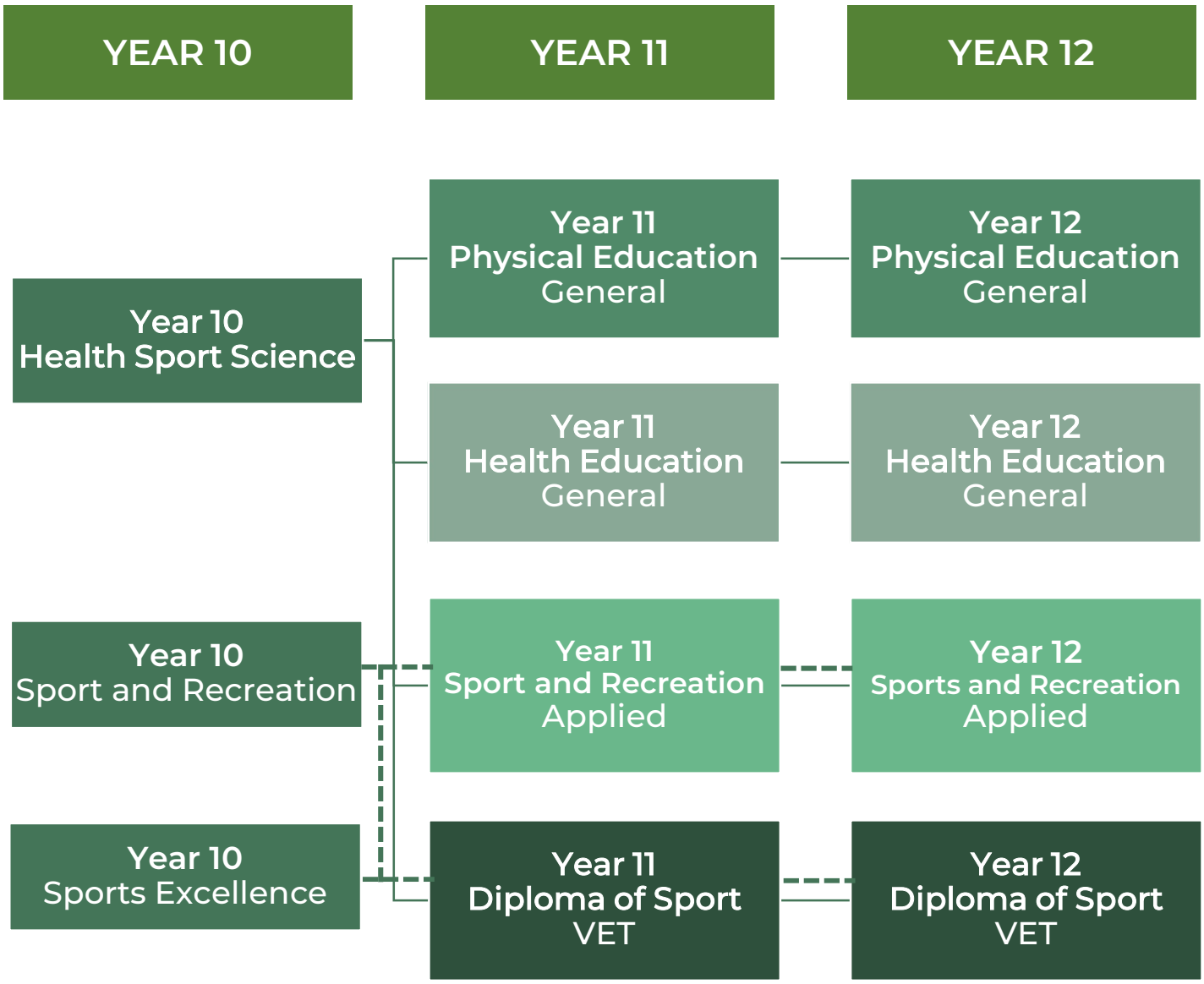
Project	
A response to a single task, situation and/or scenario.	A project consists of a product and performance component and one other component from the following: • Written: 500 – 900 words • Spoken: 2½ – 3½ minutes • Multimodal: 3 – 6 minutes • Product and performance: continuous class time

Investigation	
A response that includes locating and using information beyond students' own knowledge and the data they have been given.	Presented in one of the following modes: • Written: 600 –1000 words • Spoken: 3 – 4 minutes • Multimodal: 4 –7 minutes.

Extended response	
A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	Presented in one of the following modes: • Written: 600 –1000 words Spoken: 3 – 4 minutes • Multimodal: 4 – 7 minutes.

Examination	
A response that answers a number of provided questions, scenarios and/or problems.	• 60 – 90 minute exam

Health and Physical Education



Health and Physical Education

1 Year prep course

Overview:

In Year 10 Health and Physical Education, students will be offered a choice of 2 streams from within the Physical Education suite.

- Health Sports Science (code HSS) and
- Health and Sport Recreation (code HSR)

Both offerings will prepare students for future study within the Health and Physical Education faculty area by introducing a range of cognitive skills. Both subjects take an inquiry approach to learning and will have an emphasis on learning by doing as a means of developing the skills and knowledge necessary for future study.

Prerequisites: Enrolment in these subjects requires:

- a willingness to display FULL participation in ALL areas of the course
- the ability to conduct themselves demonstrating cooperative and safe behaviour
- FULL and correct sports uniform for practical lessons
- Health and Sports Science - Minimum 'B' standard in Year 9 English.
- Sport & Recreation – At least very good level of effort and behaviour in Year 9 HPE.

Pathway

- Physical Education (General Subject)
- Health Education (General Subject)
- Sport and Recreation (Applied Subject)
- Certificate III in Fitness
- Work in the Health, Outdoor Education or Fitness Industry

Cost

TBA – (Camp, outside providers, transport)

Health and Physical Education: HSS

YEAR 10

In Year 10 Health and Sports Science students will be exposed to subject matter to prepare them for both Senior Health and Senior Physical Education.

As a result, the subject Health and Sports Science, is split into two parts:

- Health (two units of study)
- Physical Education (two units of study)

Health Overview

The knowledge, understanding and skills taught this subject will enable students to explore and enhance their own and others' health in diverse and changing contexts. Health uses an inquiry approach informed by the critical analysis of health frameworks and information to investigate sustainable health change at personal, peer, family and community levels.

Studying Year 10 health gives students a practical approach in preparing them for Senior Health.

	Units	Assessment
Term 1	**Biomechanics and Golf** Students will use personal performance of golf skills as tool for biomechanical analysis. They are required them to detect errors in their technique and, through knowledge of biomechanical principles they reflect and make decisions and judgements on how to best modify their action for improved performance.	Theory: Assignment multimodal – 5-7 mins Practical: Golf performance
Term 2	**Personal Health** • What is Health? • Ottawa Charter for Health promotion • Social Determinants for Health • Managing and Improving Personal Health • Badminton	Theory: written analytical exposition Practical: badminton performance
Term 3	**Energy Systems and Touch** Students will learn about energy systems through playing touch football utilising technology such as GPS and HRM.	Exam – multiple choice and short answer
Term 4	**Community Health** • Health Promotion in Action • National Health and Action Areas • Table Tennis	Theory: assignment – action research plan Practical: table tennis performance

Health Sport and Recreation: HSR

YEAR 10

Sport & Recreation uses a variety of sport and practical activities to teach lifelong skills in and amongst the community. Studying Year 10 Recreation develops skills needed for Senior Recreation and Certificates in Sport and Rec and Fitness. The theory components enable students to be active in the community, explore healthy living and provide an understanding of possible jobs in the sporting industry.

	Units	Assessment
Term 1	• Sports Officiating • Volleyball/Touch football	• Unseen exam • Practical performance
Term 2	• Sports Coaching • Modified games	• Investigation report • Practical performance
Term 3	• Fitness for Wellbeing • Gym Fitness and Games for Life	• Project - folio • Practical performance
Term 4	• Tournament organisation • Recreational games	• Project – folio • Practical performance

Practical activities are drawn from the following:

- Golf
- Ice skating/hockey
- Aquathon (run, swim, run)
- Diving
- Lawn Bowls
- Crossfit
- Basketball
- Baseball
- Track & Field
- Weight training
- Tennis
- Archery
- Futsal
- Badminton
- Volleyball
- Netball
- Orienteering
- Group fitness (PCYC)

Assessment

Practical Assessment involves physical performance in drills and applied game situations where student performance is matched against skill criteria sheets. In some units, tournament and game play results will also contribute to the final grade.

Theoretical assessment occurs towards the end of each term and is based on a variety of assessment techniques including written and oral exams, reports, power-point and multi-media presentations and peer teaching.

Year 10 Sport Excellence: SPX

YEAR 10

This subject caters towards students following a Sport Excellence Pathway. This subject involves training specialising in their chosen sport (Touch, Volleyball, AFL, other). This subject is a continuation of Year 9 Sports Excellence – Sport Specialisation, however entry into the Year 10 part of the subject will be considered via application with the HOD HPE.

Practical lessons will focus on both the skills and strategies of the sport as well as Strength and Conditioning for the sport.

Theory will follow the Health and Sport Science subject (introduction students to subject matter covered in Senior Health and Physical education). The goal of this subject is to ensure students can continue to develop skills in their sporting pathways while having an exposure to Senior Subject Pathways (i.e. Health and Physical Education).

The lessons will include:

- Two Sport Specialist lesson – covering skills strategies and game play, strength and conditioning, recovery and nutrition
- One Theory lesson – covering the HSS subject matter

What result do I need to achieve in Year 9 (prerequisite)

Students must undergo application process to be selected in this subject. Details for the application process can be obtained from HOD HPE.

Health

GENERAL

About Health

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What will students learn?

In studying Health, students will learn about:

- Resilience as a personal health resource
- Peers and family as resources for healthy living
- Community as a resource for healthy living
- Respectful relationships in the post-schooling transition

How will students be assessed?

Students will complete the following assessments:

- Investigation — action research (25%)
- Examination — extended response (25%)
- Investigation — analytical exposition (25%)
- Examination (25%)

Where can Health lead?

Studying Health can lead to:

- Health science
- Public health
- Health education
- Allied health
- Nursing
- Medical professions

Course Structure

Health is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

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

What are the units of work I will study In Year 11 and 12?

	Units	Assessment
UNIT 1	**Resilience as a personal health resource**	Formative internal assessment/s
UNIT 2	**Peers and family as resources for healthy living** • Elective topic 1: Alcohol • Elective topic 2: Body image	Formative internal assessment/s
UNIT 3	**Community as a resource for healthy living** • Elective topic 1: Homelessness • Elective topic 2: Road safety • Elective topic 3: Anxiety	Summative internal assessment 1: Investigation — action research (25%) Summative internal assessment 2: Examination — extended response (25%)
UNIT 4	**Respectful relationships in the post-schooling transition**	Summative internal assessment 3: Investigation — analytical exposition (25%) Summative external assessment: Examination (25%)

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

For reporting purposes, schools should develop at least one assessment per unit, with a maximum of four assessments across Units 1 and 2.

What result do I need to achieve in Year 10 (Prerequisite)

Students must receive a B in year 10 English to choose Health in Year 11

Physical Education

GENERAL

About Physical Education

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.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
General	Internal assessment (75%) External assessment (25%)	Up to 4	Yes

What will students learn?

In studying Physical Education, students will learn about:

- motor learning, functional anatomy, biomechanics and physical activity
- sport psychology, equity and physical activity
- tactical awareness, ethics and integrity, and physical activity
- energy, fitness and training, and physical activity

How will students be assessed?

Students will complete the following assessments:

- Project — Folio (25%)
- Investigation — Report (20%)
- Project — Folio (30%)
- Examination — Combination Response (25%)

Where can Physical Education lead?

Studying Physical Education can lead to:

- Exercise Science
- Biomechanics
- Allied Health professions
- Psychology
- Teaching
- Sport Journalism
- Sport Marketing and Management
- Sport Promotion
- Sport Development
- Coaching

Course structure

Physical Education is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

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

What are the units of work I will study in Year 11 and 12?

	Units	Assessment
UNIT 1	**Motor learning and psychology, functional anatomy, biomechanics and physical activity** • **Topic 1**: Motor learning integrated with a selected physical activity • **Topic 2**: Functional anatomy and biomechanics integrated with a selected physical activity	Formative internal assessment/s
UNIT 2	**Equity and physical activity** • Equity — barriers and enablers	Formative internal assessment/s
UNIT 3	**Tactical awareness, ethics and integrity and physical activity** • **Topic 1**: Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • **Topic 2**: Ethics and integrity	Summative internal assessment 1: Project — folio (25%) Summative internal assessment 2: Investigation — report (20%)
UNIT 4	**Energy, fitness and training and physical activity** • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity	Summative internal assessment 3: Project — folio (30%) Summative external assessment: Examination — combination response (25%)

At least two categories of physical activity must be selected in Units 1 and 2.

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

What result do I need to achieve in Year 10 (prerequisite)

Students must receive a B in Year 10 English to choose Physical Education in Year 11.

Sport and Recreation

APPLIED

About Sport & Recreation

Sport and Recreation is a practical subject that requires learners to be fully engaged in sport and recreation activities. Whilst being actively involved in learning experiences students have the opportunity to investigate, plan, perform and evaluate activities and strategies.

Subject Summary

Subject Type	Assessment	QCE Credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects

What will students learn?

In studying Sport & Recreation, students will learn how to:

- Investigate activities and strategies to enhance outcomes
- Plan activities and strategies to enhance outcomes
- Perform activities and strategies to enhance outcomes
- Evaluate activities and strategies to enhance outcomes

How will students be assessed?

Through each unit students will be assessed through

Project	Performance
Investigation and session plan • Multimodal up to 3 minutes • Spoken up to 3 minutes • Written up to 500 words **Performance** • Up to 4 minutes **Evaluation** (one of the following) • Multimodal up to 3 minutes • Spoken up to 3 minutes • Written up to 500 words	**Performance** • Up to 4 minutes • **Investigation, plan and evaluation** (one of the following) • Multimodal up to 3 minutes • Spoken up to 3 minutes • Written up to 500 words

Where can Sport & Recreation lead?

Studying Sport & Recreation can lead to:

- Fitness
- Outdoor Recreation
- Education
- Sports Administration
- Community Health
- Recreation
- Sport Performance

Structure

The Sport & Recreation course is designed around four units.

- Unit 1 – Fitness for Sport and Recreation
- Unit 2 – Coaching and Officiating
- Unit 3 – Optimising Performance
- Unit 4 – Athlete development and wellbeing

There will be scope for personalisation of study through these units. For example, if a student was playing sport and wished to shape their study, within the prescribed units, towards their chosen sport then that is a possibility.

What result do I need to achieve in Year 10 (prerequisite)

Students must receive a C in HPE with very good effort in Year 10 to choose Sport and Recreation in Year 11.

Diploma of Sport: SIS50321

(RTO – fiteducation: 32155 delivered through GeSS Education)

Duration: 1 Year

Qualification Description

This course provides the skills and knowledge to pursue a career in Sports Coaching and Development. Work in sport: coaching athletes, managing competitions, sports venues and facilities, and identifying and developing athletes.

QCE Credit Points: up to 8

Entry Requirements

At least a C in Year 10 HPE and very good effort. Additionally, student's will need to provide formal identification through a birth certificate, driver's license or passport. These must be sighted and signed by a Fit Education trainer/employee. All students will need to provide proof of a Unique Student Identifier Number (USI) and a LUI in the event that they are a current school student.

Units of Competency Delivered

Code	Unit Name
Unit 1 Sport Integrity	
SISSSCO011	Manage integrity in sport
SISSSCO008	Apply anti-doping policies
SISXIND008	Manage legal compliance in sport and recreation
BSBOPS504	Manage Business Risk
Unit 2 Sport Coaching	
SISSSCO004	Plan, conduct and review coaching programs
SISSSCO003	Meet participant coaching needs
SISSSCO016	Coach participants in sport competition
Unit 3 Sport Management	
SITXHRM003	Lead and manage people
HLTWHS003	Maintain work health and safety
SISSSCO007	Apply sport psychology principles
HLTAID011	Provide First aid*
Unit 2 Sport Development	
SISXFIN001	Develop and review budgets for activities or projects
BSBTWK503	Manage meetings
SISXMGT001	Develop and maintain stakeholder relationships

* Extra costs apply – students must source a First Aid Certificate. The school may organise a course for the group dependent on numbers.

Course Costs: $2,200 fee. Payment plan available

Further Information

Refund Policy: All Students enrolled with Fit Education who are unable to complete their learning units for which they have nominated, for whatever reason, will receive a refund for fees paid in advance towards the incomplete units on return of all learning materials in good condition by the Student to Fit Education subject to the following conditions:

- No refund on course fees is available for Online Courses unless agreed to by the CEO.

Cert II Skills for Work and Vocational Pathways

ASQA Code: FSK20119

(RTO – Prestige Service Training - 31981)

Course Overview

This course is ideal for students who are unsure about their next step after school or who want to build the foundational skills needed for work or further study. It focuses on improving core skills such as reading, writing, maths, communication, and digital literacy – all essential for employment and vocational training.

This course is suitable for students who:

- Want to develop a clear plan for work or further training
- Would benefit from improving reading, writing, numeracy, oral communication, and learning skills (aligned with ACSF Level 3)
- Want to strengthen digital literacy and employability skills

What You Will Learn:

- How to communicate effectively in workplace settings
- Strategies for reading and writing in everyday and work-related contexts
- Basic maths skills used in real-life situations
- How to use digital tools confidently
- Teamwork, problem-solving, and job-seeking techniques

QCE Points: 4 points towards your QCE and counts as a core subject.

Pathways

This qualification can provide a pathway to work or further vocational education or training.

Duration

18 to 24 month in-school program. 3 x 1 hr lessons a week within the school timetable.

Qualification Structure

To achieve the Certificate II in Skills for Work and Vocational Pathways, students must complete 14 units of competency.

Core Units (8)	Elective Units (6)
• FSKLRG011 – Use routine strategies for work-related learning • FSKNUM014 – Calculate with whole numbers and familiar fractions, decimals and percentages for work • FSKNUM015 – Estimate, measure and calculate with routine metric measurements for work • FSKDIG003 – Use digital technology for non-routine workplace tasks • FSKOCM007 – Interact effectively with others at work • FSKRDG010 – Read and respond to routine workplace information • FSKWTG009 – Write routine workplace texts • FSKLRG007 – Use strategies to identify job opportunities	• BSBCMM211 – Apply communication skills • FSKLRG003 – Use short and simple strategies for career planning • FSKLRG009 – Use strategies to respond to routine workplace problems • BSBSUS211 – Participate in sustainable work practices • BSBWHS211 – Contribute to the health and safety of self and others • BSBOPS201 – Work effectively in business environments

Requirements

There are no entry requirements. Students must have a laptop for use in every lesson as this course is completed completely online.

Course Fee

No VETiS Funding. This course delivered through RTO does **not** use VETiS funding.

Total costs per student for the qualification are as follows:

Sign up is completed with Prestige Service Training prior to commencing study at a cost of $225.

Please see Kym Ryan (kjord26@eq.edu.au), if you wish to enrol.

Cert IV in Justice Studies

10971NAT

(RTO – Professional Investigators College of Australia - 40789)

Duration: 2 Years

Qualification Description

Certificate IV in Justice Studies is an accredited course designed by justice professionals for people who would like to work in the criminal justice system and wish to develop a deeper understanding of the justice system.

Aims: The Certificate IV in Justice Studies is designed to

- Provide students with a broad understanding of the justice system
- Develop the personal skills and knowledge which underpin employment in the justice system

QCE Credit Points 8

Entry Requirements

Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.

Attitude – students need to demonstrate independent learning skills. Students may be required to undertake an LLN test to determine suitability and any support needs.

Qualification structure

To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed.

Units of Competency Delivered

Core	Unit Name
NAT10971001	Provide information and referral advice on justice-related issues
NAT10971002	Prepare documentation for court proceedings
NAT1097003	Analyse social justice issues
BSBXCM401	Apply communication strategies in the workplace
PSPREG033	Apply Regulatory Powers
BSBLEG421	Apply understanding of the Australian legal system
Electives	
PSPREG006	Produce a formal record of interview
PSPLEG002	Encourage compliance with legislation in public sector
PSPREG010	Prepare a brief of evidence
PSPETH007	Uphold and support the values and principles of public service

Learning Experiences

Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies classes or via an online plus face-to face option. Course content provided by the trainer and assessor. This can be in the format of online reading and activities, video/face-to-face workshops. **Technology required: access to the internet**

Assessment

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; written projects, online quizzes, observation of skills, oral and written questions.

Pathways

The Certificate IV in Justice Studies is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.

Course Costs: $750 up-front fee.

Further Information

Refund Policy: Refund for students exiting a certificate course is on prorate basis related to the unit/s of competency covered (less a $50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal.

Please see Ms Price, Head of Senior Schooling if you wish to enrol.

Cert II Community Services

CHC22015

(RTO – TESS - 1826)

Qualification Description

Great entry level course for students to pursue pathways into the community services industry. Learn essential skills required to work in support roles who assist individuals in meeting their immediate needs such as an assistant community services educator in a diverse range of settings.

Duration

6 months (one day per week) or 12 months ½ day per week.

Delivery Method

Classroom delivery including a mix of theory and hands-on demonstrations/activities

Units of Competency Delivered

Unit Code	Unit Name
CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCPRT001	Identify and respond to children and young people at risk
HLTINF006	Apply basic principles and practices of infection prevention and control
BSBWOR201	Manage personal stress in the workplace

Course Cost

VETis funded $0 or $1045 Fee for Service.

Please see Ms Price (spric79@eq.edu.au), Head of Senior Schooling if you wish to enrol.

Diploma of Business

BSB50120

(RTO – Prestige Service Training - 31981)

Qualification Description

Are you looking for a way to expand your educational and professional pathways before finishing school? Look no further than our Diploma of Business. With this nationally recognised qualification, you can open endless opportunities in the business world and beyond.

The Diploma is an indispensable and transferable tool for your career kit. It can also be used as a pathway to university. Imagine saving time and money by applying academic credit from the completed Diploma towards further study.

QCE Credit Points **4**

Duration

18 month in school program. 3 x 1 hr lessons a week within the school timetable. Face-to-face learning and virtual options available.

Units of Competency Delivered

Core	Unit Name
BSBCRT511	Develop critical thinking in others
BSBFIN501	Manage budgets and financial plans
BSBOPS501	Manage business resources
BSBXCM501	Lead communication in the workplace
BSBSUS511	Develop workplace policies and procedures for sustainability
Elective	**Unit Name**
BSBTWK503	Manage meetings
BSBOPS504	Manage business risk
BSBPMG430	Undertake project work
BSBPEF501	Manage personal and professional development
BSBSTR502	Facilitate continuous improvement
BSBMKG541	Identify and evaluate marketing opportunities
BSBCMM411	Make presentations

Course Fee

VETiS (Funded by the Queensland Government) Fee $2799.

Payment plans available.

Apply via HOD of Senior School, Ms Price (spric79@eq.edu.au).

Diploma of Sport
(Coaching & Sport Development)

SIS50321

(RTO – GeSS Education - 32407)

Qualification Description

This course provides you with the skills and knowledge to pursue a career in sport coaching. It covers various aspects of the sports industry, including coaching athletes, managing competitions, overseeing sports venues and facilities, and identifying and developing athletic talent.

QCE Credit Points 8

Duration

1 year – beginning in any school term.

Units of Competency Delivered

Core	Unit Name
BSBCRT511	Develop critical thinking in others
BSBFIN501	Manage budgets and financial plans
BSBOPS501	Manage business resources
BSBXCM501	Lead communication in the workplace
BSBSUS511	Develop workplace policies and procedures for sustainability
Elective	**Unit Name**
BSBTWK503	Manage meetings
BSBOPS504	Manage business risk
BSBPMG430	Undertake project work
BSBPEF501	Manage personal and professional development
BSBSTR502	Facilitate continuous improvement
BSBMKG541	Identify and evaluate marketing opportunities
BSBCMM411	Make presentations

Course Fee

VETiS (Funded by the Queensland Government) Fee $2,200.

Payment plans available.

Apply via HOD of Senior School, Ms Price (spric79@eq.edu.au).

Cert II in Horticulture

AHC20422

(RTO – LT Training - 45726)

Qualification Description

This qualification underpins a range of work functions and job roles that can lead to a horticultural trade qualification. It includes the theoretical and practical components of fifteen (15) units of competency. The units will contribute to a competent horticulture trade worker in a wide variety of workplaces such as landscaping, nurseries or parks and gardens.

Duration

1-2 Years depending on delivery

QCE Credit Points **4**

Delivery Method

Work to be undertaken face-to-face in both the classroom and the school gardens, which are specifically created for learning opportunities.

Entry Requirements

There are no entry requirements for the certificate. However, students should have reasonable fitness and physical ability levels and an interest in horticulture.

Qualification structure

To attain this certificate, 15 units of competency (8 core and 7 elective) must be completed.

Units of Competency Delivered

Core	Unit Name
AHCMOM203	Operate basic machinery and equipment
AHCPCM204	Recognise plants
AHCPGD207	Plant trees and shrubs
AHCPMG201	Treat weeds
AHCPMG202	Treat plant pests, diseases and disorders
AHCSOL203	Assist with soil or growing media sampling and testing
AHCWHS202	Participate in workplace health and safety processes
AHCWRK211	Participate in environmentally sustainable work practices
Electives	
TLID0020	Shift materials safely using manual handling methods
AHCCHM201	Apply chemicals under supervision
AHCMOM204	Undertake operational maintenance of machinery
AHCPGD102	Support gardening work
AHCLSC206	Assist with landscape construction work
AHCPGD209	Prune shrubs and small trees
AHCINF207	Maintain properties and structures

Learning Experiences

Gain practical, hands-on skills and knowledge to kickstart your career in the horticulture industry. This nationally recognised course offers real-world experience in: plant identification and selection, soil preparation and planting, plant care and maintenance, tool use and safety, sustainable work practices, teamwork and workplace communication. operation and maintenance of machinery. Whether you're passionate about plants or looking for an entry point into landscaping, nursery work, or gardening, this course gives you the skills to grow your future.

You will need a computer device that meets the minimum requirements of LT Training's online system (we support and recommend a modern desktop or laptop computer running the Google Chrome web browser and original Adobe program) to run the online horticulture courses.

All the equipment and resources needed for specific practical activities are provided.

Pathways

The Certificate II in Horticulture is recommended for students looking to gain employment or further study opportunities in nurseries, landscaping businesses, production horticulture farms, parks and gardens, city councils, irrigation businesses, floriculture, golf courses and many more.

Course Costs: No cost VETiS otherwise $3,450.

Please see Mr Nathan Mossman (nmoss22@eq.edu.au) for further information or to enrol.