Senior Subject Guide
New QCE
Commencing for Year 11
2019
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Disclaimer:

VET Services Provider No: 30299

The VET courses offered in this handbook are subject to sufficient numbers and the availability of appropriate physical and human resources.

Hervey Bay State High School is committed to completing the outlined training and assessment once students have started study in their chosen qualification/s or course/s from the course start date, and have met all of their student responsibilities. Students who enter a course after the start date may have a negotiated package of units leading to a Statement of Attainment.

In the event of losing the specialist trainer, and the RTO being unable to obtain a suitable replacement, Hervey Bay State High School will arrange for agreed training and assessment to be completed through another RTO if this is possible. (Fees may be incurred.) Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund fees, will be obtained. If transfer is not possible, the RTO will gain a written agreement for a subject/course transfer from the student and parent.

Information is correct at the time of publication but subject to change.
# Staff Directory

**Principal:**
Ms Julie Learoyd

**Deputy Principals:**
- Mr Rob Burke *Resources*
- Ms Brandie Clucas *Senior Schooling (acting)*
- Ms Sharyn Thomas *Learning*

**Heads of Department:**
- Ms Tinka Welton *Humanities*
- Ms Sarah Brierley *Teaching and Innovation*
- Ms Shellie Moller *Inclusive Education*
- Mr Andrew Garty *Science and Agriculture*
- Ms Tracey Gist *Senior Schooling*
- Ms Danielle Goddaer *English*
- Mr Andrew Hinks *Physical Education and Sport*
- Mr Brett Moffett *Mathematics*
- Mr Brian Speirs *Arts (acting)*
- Mr Jonathan Vallance *Vocational Studies*
- Mr Greg Cooper *Quality Teaching*
- Ms Stacey Josh *LOTE and Transition*
- Ms Natasha Steinhardt *Student Support*
- Ms Rose Whittingham *Literacy (acting)*
- Mr Al Denham *International Students (acting)*

**Guidance Officers:**
- Mrs Bernadette York
- Ms Sharon Coyne
- Ms Lizzy Van Eerden

**Pathways Officer:**
Ms Emma McAllister
Senior Education Profile

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

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

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep.

Statement of Results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior Subjects

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student’s ATAR.

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

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

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

Applied syllabuses

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

Underpinning factors

All senior syllabuses are underpinned by:

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

General syllabuses and Short Courses

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

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

Applied syllabuses

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

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

Vocational Education and Training (VET)

Students can access VET programs through the school if it:

• is through a registered training organisation (RTO);
• has a third-party arrangement with an external provider who is an RTO; and/or
• offers opportunities for students to undertake school-based apprenticeships or traineeships.
Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student’s English result to be included in the calculation of their ATAR.

General Syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Extension syllabuses course overview

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

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

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

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

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least two but no more than four assessments for Units 1 and 2. At least one assessment must be completed for each unit.

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

Units 3 and 4 assessments
Students complete a total of four summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

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

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

Instrument-specific marking guides
Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

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

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

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

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

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

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

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

Assessment

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

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

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

Students complete a total of four summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop three of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

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

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

Summative internal assessment — instrument-specific standards

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

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

Senior External Examinations

Head Start Program

The Head Start Program is offered by the University of the Sunshine Coast [USC]. It is designed for high achieving students who have the capability, maturity and motivation to undertake a university subject while completing senior studies. For this reason, there are strict entry requirements outlined by the university.

Benefits may include:

- preparation for tertiary study,
- guaranteed entry to university (conditions apply)
- reduced HECS debt,
- credit towards the QCE.

The Head Start Program is available to students from Semester Two, Year 11. **Students must achieve A’s and B’s across all of their subjects to be eligible.** A commitment to study and classwork must be evident. Students need to submit a completed application to the HOD Senior Schooling along with a copy of their most recent report card. The application will be assessed and, if approved, forwarded to the university. USC will make the final decision regarding student’s enrolment in a course.

External VET Courses

VET courses are available for Years 11 and 12 students through external providers such as TAFE Queensland East Coast. These courses are released via the TAFE Queensland East Coast website and students wishing to enrol must complete the application process and supply all necessary documentation. The HOD Senior Schooling will review all applications prior to approval. Students will only be approved when the SET Plan is completed and there is a satisfactory attendance and conduct record.

All queries regarding TAFE courses need to be directed to TAFE Queensland East Coast as the provider.
SUBJECT OFFERINGS

Years 11 – 12

What subjects shall I choose?
**General Mathematics**  
**General senior subject**

General Mathematics’ major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

**Pathways**

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

**Objectives**

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

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices.
**Structure**

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<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
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<td>Applied trigonometry, algebra, matrices and</td>
<td>Bivariate data, sequences and change, and Earth</td>
<td>Investing and networking</td>
</tr>
<tr>
<td>and relations</td>
<td>univariate data</td>
<td>geometry</td>
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<tr>
<td>• Consumer arithmetic</td>
<td>• Applications of trigonometry</td>
<td>• Bivariate data analysis</td>
<td>• Loans, investments and annuities</td>
</tr>
<tr>
<td>• Shape and measurement</td>
<td>• Algebra and matrices</td>
<td>• Time series analysis</td>
<td>• Graphs and networks</td>
</tr>
<tr>
<td>• Linear equations and</td>
<td>• Univariate data analysis</td>
<td>• Growth and decay in sequences</td>
<td>• Networks and decision mathematics</td>
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<td>their graphs</td>
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<td>• Earth geometry and time zones</td>
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**Assessment**

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

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

**Summative Assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
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</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
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</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Examination</td>
</tr>
<tr>
<td>20%</td>
<td>15%</td>
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<tr>
<td>Summative internal assessment 2 (IA2):</td>
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<tr>
<td>• Examination</td>
<td></td>
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<tr>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
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<tr>
<td>50%</td>
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</tbody>
</table>

For further information, contact the Head of Department Mathematics, Mr Brett Moffett, bmoff7@eq.edu.au.
Mathematical Methods
General senior subject

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

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

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

Pathways

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

Objectives

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

• select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
• comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
• communicate using mathematical, statistical and everyday language and conventions
• evaluate the reasonableness of solutions
• justify procedures and decisions by explaining mathematical reasoning
• solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.
## Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Algebra, statistics and functions</strong></td>
<td><strong>Calculus and further functions</strong></td>
<td><strong>Further calculus</strong></td>
<td><strong>Further functions and statistics</strong></td>
</tr>
<tr>
<td>• Arithmetic and geometric sequences and series 1</td>
<td>• Exponential functions 2</td>
<td>• The logarithmic function 2</td>
<td>• Further differentiation and applications 3</td>
</tr>
<tr>
<td>• Functions and graphs</td>
<td>• The logarithmic function 1</td>
<td>• Further differentiation and applications 2</td>
<td>• Trigonometric functions 2</td>
</tr>
<tr>
<td>• Counting and probability</td>
<td>• Trigonometric functions 1</td>
<td>• Integrals</td>
<td>• Discrete random variables 2</td>
</tr>
<tr>
<td>• Exponential functions 1</td>
<td>• Introduction to differential calculus</td>
<td></td>
<td>• Continuous random variables and the normal distribution</td>
</tr>
<tr>
<td>• Arithmetic and geometric sequences</td>
<td>• Further differentiation and applications 1</td>
<td></td>
<td>• Interval estimates for proportions</td>
</tr>
</tbody>
</table>

## Assessment

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

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

### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
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</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Examination</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA): 50%</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
</tbody>
</table>

For further information, contact the Head of Department Mathematics, Mr Brett Moffett, bmoff7@eq.edu.au.
Specialist Mathematics
General senior subject

Specialist Mathematics’ major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Pathways

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

Objectives

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

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Combinatorics, vectors and proof  
• Combinatorics  
• Vectors in the plane  
• Introduction to proof | Complex numbers, trigonometry, functions and matrices  
• Complex numbers 1  
• Trigonometry and functions  
• Matrices | Mathematical induction, and further vectors, matrices and complex numbers  
• Proof by mathematical induction  
• Vectors and matrices  
• Complex numbers 2 | Further statistical and calculus inference  
• Integration and applications of integration  
• Rates of change and differential equations  
• Statistical inference |

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Summative internal assessment 1 (IA1):  
• Problem-solving and modelling task | 20%  
Summative internal assessment 2 (IA2):  
• Examination | 15%  
Summative internal assessment 3 (IA3):  
• Examination | 15%  
Summative external assessment (EA): 50%  
• Examination | 50% |

For further information, contact the Head of Department Mathematics, Mr Brett Moffett, bmoff7@eq.edu.au.
Essential Mathematics
Applied senior subject

Essential Mathematics’ major domains are Number, Data, Location and time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number, data and graphs</strong></td>
<td><strong>Money, travel and data</strong></td>
<td><strong>Measurement, scales and data</strong></td>
<td><strong>Graphs, chance and loans</strong></td>
</tr>
<tr>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
</tr>
<tr>
<td>• Number</td>
<td>• Managing money</td>
<td>• Measurement</td>
<td>• Bivariate graphs</td>
</tr>
<tr>
<td>• Representing data</td>
<td>• Time and motion</td>
<td>• Scales, plans and models</td>
<td>• Probability and relative frequencies</td>
</tr>
<tr>
<td>• Graphs</td>
<td>• Data collection</td>
<td>• Summarising and comparing data</td>
<td>• Loans and compound interest</td>
</tr>
</tbody>
</table>

Assessment

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

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

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): • Problem-solving and modelling task</td>
<td>Summative internal assessment 3 (IA3): • Problem-solving and modelling task</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): • Common internal assessment (CIA)</td>
<td>Summative internal assessment (IA4): • Examination</td>
</tr>
</tbody>
</table>

For further information, contact the Head of Department Mathematics, Mr Brett Moffett, bmoff7@eq.edu.au.
English
General senior subject

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

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

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

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

• use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
• establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
• create and analyse perspectives and representations of concepts, identities, times and places
• make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
• use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
• select and synthesise subject matter to support perspectives
• organise and sequence subject matter to achieve particular purposes
• use cohesive devices to emphasise ideas and connect parts of texts
• make language choices for particular purposes and contexts
• use grammar and language structures for particular purposes
• use mode-appropriate features to achieve particular purposes.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| **Perspectives and texts**  
  - Examining and creating perspectives in texts  
  - Responding to a variety of non-literary and literary texts  
  - Creating responses for public audiences and persuasive texts | **Texts and culture**  
  - Examining and shaping representations of culture in texts  
  - Responding to literary and non-literary texts, including a focus on Australian texts  
  - Creating imaginative and analytical texts | **Textual connections**  
  - Exploring connections between texts  
  - Examining different perspectives of the same issue in texts and shaping own perspectives  
  - Creating responses for public audiences and persuasive texts | **Close study of literary texts**  
  - Engaging with literary texts from diverse times and places  
  - Responding to literary texts creatively and critically  
  - Creating imaginative and analytical texts |

Assessment

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

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

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| **Summative internal assessment 1 (IA1):**  
  - Extended response — written response for a public audience | **Summative internal assessment 3 (IA3):**  
  - Extended response — imaginative written response |
| 25% | 25% |
| **Summative internal assessment 2 (IA2):**  
  - Extended response — persuasive spoken response | **Summative external assessment (EA):**  
  - Examination — analytical written response |
| 25% | 25% |

For further information, contact the Head of Department English, Mrs Danielle Goddaer, dgod2@eq.edu.au.
Literature
General senior subject

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.

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to literary</strong></td>
<td><strong>Texts and culture</strong></td>
<td><strong>Literature and identity</strong></td>
<td><strong>Independent</strong></td>
</tr>
<tr>
<td>studies</td>
<td>• Ways literary texts</td>
<td>• Relationship between</td>
<td>explorations</td>
</tr>
<tr>
<td></td>
<td>are received and responded</td>
<td>language, culture and</td>
<td>• Dynamic nature of</td>
</tr>
<tr>
<td></td>
<td>to</td>
<td>identity in literary</td>
<td>literary interpretation</td>
</tr>
<tr>
<td></td>
<td>• How textual choices</td>
<td>texts</td>
<td>• Close examination of</td>
</tr>
<tr>
<td></td>
<td>affect readers</td>
<td>connect with each</td>
<td>style and structure</td>
</tr>
<tr>
<td></td>
<td>• Creating analytical and</td>
<td>other — genre, concepts and contexts</td>
<td>• Creating analytical and</td>
</tr>
<tr>
<td></td>
<td>imaginative texts</td>
<td>• Ways literary texts</td>
<td>imaginative texts</td>
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<tr>
<td></td>
<td></td>
<td>connect with each</td>
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<tr>
<td></td>
<td></td>
<td>other — style and structure</td>
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<tr>
<td></td>
<td></td>
<td>• Creating analytical and imaginative texts</td>
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</tbody>
</table>

Assessment

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

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

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — analytical written response</td>
<td>• Extended response — imaginative written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Extended response — imaginative spoken/multimodal response</td>
<td>• Examination — analytical written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

For further information, contact the Head of Department English, Mrs Danielle Goddaer, dgodd2@eq.edu.au.
English and Literature Extension
General senior subject

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.

English & Literature Extension provides a theorised study of literature, to understand themselves and the potential of literature to expand the scope of their experiences. They ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

Students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken/signed extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

Pathways

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

Objectives

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

- demonstrate understanding of literary texts studied to develop interpretation/s
- demonstrate understanding of different theoretical approaches to exploring meaning in texts
- demonstrate understanding of the relationships among theoretical approaches
- apply different theoretical approaches to literary texts to develop and examine interpretations
- analyse how different genres, structures and textual features of literary texts support different interpretations
- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
- use textual features in extended analytical responses to create desired effects for specific audiences
- evaluate theoretical approaches used to explore different interpretations of literary texts
- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
- synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence.
Structure

To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature.

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ways of reading</strong></td>
<td><strong>Exploration and evaluation</strong></td>
</tr>
<tr>
<td>• Readings and defences</td>
<td>• Extended academic research paper</td>
</tr>
<tr>
<td>• Complex transformation and defence</td>
<td>• Application of theory</td>
</tr>
</tbody>
</table>

Assessment

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).

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Extended response — reading and defence</td>
<td>• Extended response — academic research paper</td>
</tr>
<tr>
<td><strong>20%</strong></td>
<td><strong>35%</strong></td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Extended response — complex</td>
<td>• Examination — theorised exploration of</td>
</tr>
<tr>
<td>transformation and defence</td>
<td>unseen text</td>
</tr>
<tr>
<td><strong>20%</strong></td>
<td><strong>25%</strong></td>
</tr>
</tbody>
</table>

For further information, contact the Head of Department English, Mrs Danielle Goddaer, dgodd2@eq.edu.au.
Essential English develops and refines students’ understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

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

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

Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.
**Structure**

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language that works</strong>&lt;br&gt;• Responding to a variety of texts used in and developed for a work context&lt;br&gt;• Creating multimodal and written texts</td>
<td><strong>Texts and human experiences</strong>&lt;br&gt;• Responding to reflective and nonfiction texts that explore human experiences&lt;br&gt;• Creating spoken and written texts</td>
<td><strong>Language that influences</strong>&lt;br&gt;• Creating and shaping perspectives on community, local and global issues in texts&lt;br&gt;• Responding to texts that seek to influence audiences</td>
<td><strong>Representations and popular culture texts</strong>&lt;br&gt;• Responding to popular culture texts&lt;br&gt;• Creating representations of Australian identities, places, events and concepts</td>
</tr>
</tbody>
</table>

**Assessment**

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):&lt;br&gt;• Extended response — spoken/signed response</td>
<td>Summative internal assessment 3 (IA3):&lt;br&gt;• Extended response — Multimodal response</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):&lt;br&gt;• Common internal assessment (CIA)</td>
<td>Summative internal assessment (IA4):&lt;br&gt;• Extended response — Written response</td>
</tr>
</tbody>
</table>

For further information, contact the Head of Department English, Mrs Danielle Goddaer, dgod2@eq.edu.au.
Accounting
General senior subject

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. Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Objectives

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

• describe accounting concepts and principles
• explain accounting concepts, principles and processes
• apply accounting principles and processes
• analyse and interpret financial data and information to draw conclusions
• evaluate accounting practices to make decisions and propose recommendations
• synthesise and solve accounting problems
• create responses that communicate meaning to suit purpose and audience.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Real world accounting</strong></td>
<td><strong>Management effectiveness</strong></td>
<td><strong>Monitoring a business</strong></td>
<td><strong>Accounting — the big picture</strong></td>
</tr>
<tr>
<td>• Accounting for a service business — cash, accounts receivable, accounts payable and no GST</td>
<td>• Accounting for a trading GST business</td>
<td>• Managing resources for a trading GST business — non-current assets</td>
<td>• Cash management</td>
</tr>
<tr>
<td>• End-of-month reporting for a service business</td>
<td>• End-of-year reporting for a trading GST business</td>
<td>• Fully classified financial statement reporting for a trading GST business</td>
<td>• Complete accounting process for a trading GST business</td>
</tr>
<tr>
<td></td>
<td><strong>Accounting — the big picture</strong></td>
<td></td>
<td>• Performance analysis of a listed public company</td>
</tr>
</tbody>
</table>
Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Summative internal assessment 1 (IA1):  
  • Examination — combination response | 25% Summative internal assessment 3 (IA3):  
  • Project — cash management | 25% |
| Summative internal assessment 2 (IA2):  
  • Examination — short response | 25% Summative external assessment (EA):  
  • Examination — short response | 25% |

For further information, contact the Head of Department Teaching and Innovation, Miss Sarah Brierley, sbrie11@eq.edu.au.
Ancient History
General senior subject

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

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

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

Pathways

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating the ancient world</td>
<td>Personalities in their time</td>
<td>Reconstructing the ancient world</td>
<td>People, power and authority</td>
</tr>
<tr>
<td>• Digging up the past</td>
<td>• Hatshepsut</td>
<td>• Pompeii and Herculaneum</td>
<td>• Ancient Rome — Civil War and the breakdown of the Republic</td>
</tr>
<tr>
<td>• Minoan Crete - Beliefs, rituals and funerary practices.</td>
<td>• Akhenaten</td>
<td>• The Medieval Crusades</td>
<td>• Augustus (external exam for 2020 and 2021)</td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — essay in response to historical sources</td>
<td>• Investigation — historical essay based on research</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Independent source investigation</td>
<td>• Examination — short responses to historical sources</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

For further information, contact the Head of Department Humanities, Ms Tinka Welton, , twelt2@eq.edu.au.
Business
General senior subject

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

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

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Objectives

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business creation</strong></td>
<td><strong>Business growth</strong></td>
<td><strong>Business diversification</strong></td>
<td><strong>Business evolution</strong></td>
</tr>
<tr>
<td>• Fundamentals of business</td>
<td>• Establishment of a business</td>
<td>• Competitive markets</td>
<td>• Repositioning a business</td>
</tr>
<tr>
<td>• Creation of business ideas</td>
<td>• Entering markets</td>
<td>• Strategic development</td>
<td>• Transformation of a business</td>
</tr>
</tbody>
</table>
Assessment

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

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

**Summative assessments**

<table>
<thead>
<tr>
<th>Summative internal assessment 1 (IA1):</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination — combination response</td>
<td>25%</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Extended response — feasibility report</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summative internal assessment 2 (IA2):</th>
<th>Unit 3</th>
<th>Summative external assessment (EA):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation — business report</td>
<td>25%</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For further information, contact the Head of Department Teaching and Innovation, Miss Sarah Brierley, sbrie11@eq.edu.au.
Certificate I in Business (BSB10115)

VET Certificate

The Certificate I in Business is a course delivered simultaneously to students, maximising opportunities to gain a VET qualification and to attain QCE credits. The course develops students’ knowledge and understanding in areas such as using office applications, workplace safety, and time management, organisation and daily work activities.

This course is a compulsory element of the Year 10 curriculum program. As such, all students are enrolled into this course.

Pathways

After achieving this, students may undertake the Certificate II or III in Business in Years 11 and 12.

Units of Competency

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBITU101  Operate a personal computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBITU102  Develop keyboard skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBITU201  Produce simple word processed documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBITU202  Create and use spreadsheets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBWHS201  Contribute to health and safety of self and others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBWOR202  Organise and complete daily work activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Successful completion of the Certificate I in Business will result in the attainment of a nationally recognised VET qualification and the banking of two QCE credits in the Preparatory area.

Assessment

| Assessment                  |       |                                                  |
|-----------------------------|-------|                                                  |
| Folio of practical tasks    |       |                                                  |
| Written tasks               |       |                                                  |
| Teacher observations        |       |                                                  |

Fees

There are no material costs for this qualification.

Service Agreement

This is a one year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Please note: All Year 10 students are enrolled in this course through their Senior Induction Program – Career Education class.

BSB10115 Certificate I in Information, Digital Media & Technology – Training provided by Hervey Bay State High School as a Registered Training Provider. Provider Number: 30299.

For further information, contact Head of Department Teaching and Innovation, Miss Sarah Brierley, sbrie11@eq.edu.au.
Certificate II in Business (BSB20115)

VET Certificate

The Certificate II in Business course provides a foundation in business and office administration and is available to students upon application.

Emphasis is placed on practical skills of workplace communication, working with workplace information, creating business documents, daily workplace tasks and workplace safety.

Pathways

After achieving this, students may undertake further study (Cert III, Cert IV, Diploma).

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>BSBCMM201</th>
<th>Communicate in the workplace</th>
<th>BSBITU303</th>
<th>Design and produce text documents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BSBIND201</td>
<td>Work effectively in a business environment</td>
<td>BSVSUR201</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td></td>
<td>BSBINM201</td>
<td>Process and maintain workplace information</td>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td></td>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td></td>
<td>BSBITU202</td>
<td>Create and use spreadsheets</td>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td></td>
<td>BSBITU302</td>
<td>Create electronic presentations</td>
<td>BSBWOR204</td>
<td>Use business technology</td>
</tr>
</tbody>
</table>

Assessment

Folio of practical tasks  Written tasks  Teacher observations

Entry Requirements

It is recommended that students have achieved a C standard in Year 10 Mathematics and English. Furthermore, knowledge of basic computer skills is considered useful as an emphasis is placed on computer skills and in particular, speed and accuracy in keyboarding skills. It is not necessary to have completed the Year 10 Business or ICT subject, however it would be an advantage.

Fees

There are no material costs for this qualification.

Other Significant Requirements

Students may be given the opportunity to participate in excursions and extra-curricular activities throughout the year. Students may also be required to participate in meetings with community stakeholders outside of school time.
Service Agreement

This is a one year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

**BSB20112 Certificate II in Business – Training provided by Hervey Bay State High School as a Registered Training Provider. Provider Number: 30299**

For further information, contact the Head of Department Teaching and Innovation, Miss Sarah Brierley, sbrie11@eq.edu.au.
Certificate III in Business (BSB30115)
VET Certificate

The Certificate III in Business course provides a foundation in business and office administration. Emphasis is placed on communication, working with computers and office skills. Topics will be studied within the contexts of:

- events management
- real estate
- tourism
- hospitality
- health and well-being

Pathways

After achieving this, students may undertake further study (Certificate IV, Diploma).

| Units of Competency                  |  |  |
|--------------------------------------|  |  |
| BSBADM311 Maintain business resources| BSBITU306 Design and produce business documents |
| BSBDIV301 Work effectively with diversity | BSBITU309 Produce desktop published documents |
| BSBINM301 Organise workplace information | BSBSUS301 Implement and monitor environmentally sustainable work practices |
| BSBITU302 Create electronic presentations | BSBWHS302 Apply knowledge of WHS legislation in the workplace |
| BSBITU303 Design and produce text documents | BSBWOR301 Organise personal work priorities and development |
| BSBITU304 Produce spreadsheets       | BSBWRT301 Write simple documents |

Assessment

Folio of practical tasks  Written tasks  Teacher observations

Entry Requirements

It is recommended that students have achieved a C standard in Year 10 Mathematics and English. Furthermore, knowledge of basic computer skills is considered useful as an emphasis is placed on computer skills and in particular, speed and accuracy in keyboarding skills. It is not necessary to have completed the Year 10 Business or ICT subject, however it would be an advantage.
Fees

There are no material costs for this qualification.

Other Significant Requirements

Students may be given the opportunity to participate in excursions and extra-curricular activities throughout the year. Students may also be required to participate in meetings with community stakeholders outside of school time.

Service Agreement

This is a two year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

BSB30115 Certificate III in Business – Training provided by Hervey Bay State High School as a Registered Training Provider. Provider Number: 30299

For further information, contact the Head of Department Teaching and Innovation, Miss Sarah Brierley, sbrie11@eq.edu.au.
Geography
General senior subject

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

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

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

Pathways

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

Objectives

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

• explain geographical processes
• comprehend geographic patterns
• analyse geographical data and information
• apply geographical understanding
• synthesise information from the analysis to propose action
• communicate geographical understanding.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding to risk and vulnerability in hazard zones</strong></td>
<td><strong>Planning sustainable places</strong></td>
<td><strong>Responding to land cover transformations</strong></td>
<td><strong>Managing population change</strong></td>
</tr>
<tr>
<td>• Natural hazard zones</td>
<td>• Responding to challenges facing a place in Australia</td>
<td>• Land cover transformations and climate change</td>
<td>• Population challenges in Australia</td>
</tr>
<tr>
<td>• Ecological hazard zones</td>
<td>• Managing the challenges facing a megacity</td>
<td>• Responding to local land cover transformations</td>
<td>• Global population change</td>
</tr>
</tbody>
</table>
Assessment

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

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

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Investigation — data report</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — field report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

For further information, contact the Head of Department Humanities, Ms Tinka Welton, twelt2@eq.edu.au.
Legal Studies
General senior subject

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

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

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Objectives

By the conclusion of the course of study, students will:
- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beyond reasonable doubt</strong></td>
<td><strong>Balance of probabilities</strong></td>
<td><strong>Law, governance and change</strong></td>
<td><strong>Human rights in legal contexts</strong></td>
</tr>
<tr>
<td>• Legal foundations</td>
<td>• Civil law foundations</td>
<td>• Governance in Australia</td>
<td>• Human rights</td>
</tr>
<tr>
<td>• Criminal investigation process</td>
<td>• Contractual obligations</td>
<td>• Law reform within a dynamic society</td>
<td>• The effectiveness of international law</td>
</tr>
<tr>
<td>• Criminal trial process</td>
<td>• Negligence and the duty of care</td>
<td></td>
<td>• Human rights in Australian contexts</td>
</tr>
<tr>
<td>• Punishment and sentencing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment

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

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

Summative assessments

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<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
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</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Investigation — argumentative essay</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — inquiry report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

For further information, contact the Head of Department Teaching and Innovation, Miss Sarah Brierley, sbrie11@eq.edu.au.
Modern History
General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas in the modern world</td>
<td>Movements in the modern world</td>
<td>National experiences in the modern world</td>
<td>International experiences in the modern world</td>
</tr>
<tr>
<td>• Australian Frontier Wars, 1788–1930s</td>
<td>• Women’s movement since 1893</td>
<td>• Germany, 1914–1945</td>
<td>• Cold War, 1945–1991</td>
</tr>
</tbody>
</table>
Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — essay in response to historical sources</td>
<td>• Investigation — historical essay based on research</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Independent source investigation</td>
<td>• Examination — short responses to historical sources</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

For further information, contact the Head of Department Humanities, Ms Tinka Welton, twelt2@eq.edu.au.
Social and Community Studies
Applied senior subject

Social and Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

Pathways

A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

Objectives

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

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.
Structure

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

<table>
<thead>
<tr>
<th>Core life skills</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Personal skills — Growing and developing as an individual</td>
<td>• Into relationships</td>
</tr>
<tr>
<td>• Interpersonal skills — Living with and relating to other people</td>
<td>• Health: Food and nutrition</td>
</tr>
<tr>
<td>• Citizenship skills — Receiving from and contributing to community</td>
<td>• Gender and identity</td>
</tr>
<tr>
<td></td>
<td>• Today’s society</td>
</tr>
<tr>
<td></td>
<td>• Money management</td>
</tr>
<tr>
<td></td>
<td>• Health: Recreation and leisure</td>
</tr>
<tr>
<td></td>
<td>• Legally, it could be you</td>
</tr>
</tbody>
</table>

Assessment

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

• one project or investigation
• one examination
• no more than two assessments from each technique.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
• written: 500–900 words
• spoken: 2½–3½ minutes
• multimodal: 3–6 minutes
• performance: continuous class time
• product: continuous class time.

Presented in one of the following modes:
• written: 600–1000 words
• spoken: 3–4 minutes
• multimodal: 4–7 minutes.

Presented in one of the following modes:
• written: 600–1000 words
• spoken: 3–4 minutes
• multimodal: 4–7 minutes.

• 60–90 minutes
• 50–250 words per item on the test

For further information, contact Head of Department Humanities, Ms Tinka Welton, twelt2@eq.esu.au.
Tourism
Applied senior subject

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

Objectives

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

• recall terminology associated with tourism and the tourism industry
• describe and explain tourism concepts and information
• identify and explain tourism issues or opportunities
• analyse tourism issues and opportunities
• apply tourism concepts and information from a local, national and global perspective
• communicate meaning and information using language conventions and features relevant to tourism contexts
• generate plans based on consumer and industry needs
• evaluate concepts and information within tourism and the tourism industry
• draw conclusions and make recommendations.

Structure

The Tourism course is designed around interrelated core topics and electives.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tourism as an industry</td>
<td>• Technology and tourism</td>
</tr>
<tr>
<td>• The travel experience</td>
<td>• Forms of tourism</td>
</tr>
<tr>
<td>• Sustainable tourism</td>
<td>• Tourist destinations and attractions</td>
</tr>
<tr>
<td></td>
<td>• Tourism marketing</td>
</tr>
<tr>
<td></td>
<td>• Types of tourism</td>
</tr>
<tr>
<td></td>
<td>• Tourism client groups</td>
</tr>
</tbody>
</table>
Assessment

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

- one project
- one examination
- no more than two assessments from each technique.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

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: continuous class time
- product: continuous class time.

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.

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.

- 60–90 minutes
- 50–250 words per item

For further information, contact Head of Department Vocational Studies, Mr Jonathan Vallance, jlval0@eq.edu.au.
Digital Solutions
General senior subject

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

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Objectives

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

• recognise and describe elements, components, principles and processes
• symbolise and explain information, ideas and interrelationships
• analyse problems and information
• determine solution requirements and criteria
• synthesise information and ideas to determine possible digital solutions
• generate components of the digital solution
• evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
• make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating with code</td>
<td>Application and data solutions</td>
<td>Digital innovation</td>
<td>Digital impacts</td>
</tr>
<tr>
<td>• Understanding digital problems</td>
<td>• Data-driven problems and solution</td>
<td>• Interactions between users, data</td>
<td>• Digital methods for exchanging</td>
</tr>
<tr>
<td>• User experiences and interfaces</td>
<td>and solution requirements</td>
<td>and digital systems</td>
<td>data</td>
</tr>
<tr>
<td>• Algorithms and programming</td>
<td>• Data and programming techniques</td>
<td>• Real-world problems and solution</td>
<td>• Complex digital data exchange</td>
</tr>
<tr>
<td>techniques</td>
<td>• Prototype data solutions</td>
<td>requirements</td>
<td>problems and solution</td>
</tr>
<tr>
<td>• Programmed solutions</td>
<td></td>
<td>• Innovative digital solutions</td>
<td>requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Prototype digital data exchanges</td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>20% Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Investigation — technical proposal</td>
<td>• Project — folio</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>30% Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Project — digital solution</td>
<td>• Examination</td>
</tr>
</tbody>
</table>

For further information, contact Head of Department Teaching and Innovation, Miss Sarah Brierley, sbrie11@eq.esu.au.
Certificate I in IDMT (ICT10115)
VET Certificate

The Certificate I in Information, Digital Media & Technology provides foundation skills in information technology and is a compulsory element of the Year 10 curriculum. As such, all students are enrolled into this course.

Pathways

After achieving this, students may undertake the Certificate II in Information, Digital Media and Technology in Years 11 and 12.

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ICTICT101 Operate a personal computer</td>
<td>ICTICT104</td>
<td>Use digital devices</td>
</tr>
<tr>
<td>ICTICT102 Operate word-processing apps</td>
<td>ICTICT105</td>
<td>Operate spreadsheet applications</td>
</tr>
<tr>
<td>ICTICT103 Use, communicate and search securely on the internet</td>
<td>ICTICT106</td>
<td>Operate presentation packages</td>
</tr>
</tbody>
</table>

Successful completion of the Certificate I in Information, Digital Media & Technology will result in the attainment of a nationally recognised VET qualification and the banking of two QCE credits in the Preparatory area.

Assessment

<table>
<thead>
<tr>
<th>Folio of practical tasks</th>
<th>Written tasks</th>
<th>Teacher observations</th>
</tr>
</thead>
</table>

Fees

There are no material costs for this qualification.

Service Agreement

This is a one year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Please note: All Year 10 students are enrolled in this course through their Senior Induction Program – Career Education class.

ICT10115 Certificate I in Information, Digital Media & Technology – Training provided by Hervey Bay State High School as a Registered Training Provider. Provider Number: 30299.

For further information, contact Head of Department Teaching and Innovation, Miss Sarah Brierley, sbrie11@eq.edu.au.
Certificate II in IDMT (ICT20115)
VET Certificate

The Certificate II in Information, Digital Media and Technology (IDMT) course provides a foundation in information technology and multimedia design.

Students will use industry-standard software applications to design and create information technology and multimedia products, while gaining a broad understanding of multimedia authoring, digital imaging and a working knowledge of digital audio and video, as well as applying information technology to a range of business contexts.

During the course, students will also further develop their computer skills by analysing problems, and designing and creating appropriate solutions by using a range of hardware and software applications.

Specific topics covered throughout the two year course include:

- introduction to information technology
- designing documents/business applications
- digital photography
- computer support
- animation
- digital video/editing
- game design
- website design
- working in the IT industry
- elective unit/collaborative project

Pathways

After achieving this, students may undertake further study in a Certificate III, Certificate IV or Diploma.

### Units of Competency

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Code</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBUS201</td>
<td>Participate in environmentally sustainable work practices</td>
<td>ICTICT203</td>
<td>Operate application software packages</td>
</tr>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>ICTICT204</td>
<td>Operate a digital media technology package</td>
</tr>
<tr>
<td>CUADIG302</td>
<td>Author interactive sequences</td>
<td>ICTICT206</td>
<td>Design basic organisational documents using computing packages</td>
</tr>
<tr>
<td>CUADIG303</td>
<td>Produce and prepare photo images</td>
<td>ICTICT207</td>
<td>Integrate commercial computing packages</td>
</tr>
<tr>
<td>ICPDMT321</td>
<td>Capture a digital image</td>
<td>ICTICT210</td>
<td>Operate database applications</td>
</tr>
<tr>
<td>ICTICT201</td>
<td>Use computer operating systems and hardware</td>
<td>ICTICT301</td>
<td>Create user documentation</td>
</tr>
<tr>
<td>ICTICT202</td>
<td>Work and communicate effectively in an ICT environment</td>
<td>ICTWEB201</td>
<td>Use social media tools for collaboration and engagement</td>
</tr>
</tbody>
</table>

### Assessment

- Folio of practical tasks
- Written tasks
- Teacher observations
Entry Requirements

A high level of computer skills and a C standard in English is recommended. It is not necessary to have completed the Year 10 ICT subject, however it would be an advantage.

Fees

There are no material costs for this qualification.

Other Significant Requirements

It is highly recommended that students have access at home to a Windows-based computer with Microsoft Office installed.

Service Agreement

This is a two year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

ICT20115 Certificate II in Information, Digital Media & Technology – Training provided by Hervey Bay State High School as a Registered Training Provider. Provider Number: 30299.

For further information, contact Head of Department Teaching and Innovation, Miss Sarah Brierley, sbrie11@eq.esu.au.
Industrial Graphics Skills
Applied senior subject

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

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

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

Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Objectives

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

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

<table>
<thead>
<tr>
<th>Core Topics</th>
<th>Elective Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Industry practices</td>
<td>• Building and construction drafting</td>
</tr>
<tr>
<td>• Drafting processes</td>
<td>• Engineering drafting</td>
</tr>
<tr>
<td></td>
<td>Furnishing drafting</td>
</tr>
</tbody>
</table>

Assessment

For Industrial Graphic Skills, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:
• at least two projects
• at least one practical demonstration (separate to the assessable component of a project).

Summative assessments

<table>
<thead>
<tr>
<th>Project</th>
<th>Practical demonstration</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
<tr>
<td>A project consists of a technical drawing (which includes a model) component and at least one of the following components:</td>
<td>Students demonstrate production skills and procedures in class under teacher supervision.</td>
<td>• 60–90 minutes • 50–250 words per item</td>
</tr>
<tr>
<td>• written: 500–900 words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• spoken: 2½–3½ minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• multimodal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– non-presentation: 8 A4 pages max (or equivalent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– presentation: 3–6 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• product: continuous class time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For further information, contact Head of Department Vocational Studies, Mr Jonathan Vallance, jlval0@eq.edu.au.
Engineering Skills
Applied senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry practices</td>
<td>Fitting and machining</td>
</tr>
<tr>
<td>Production processes</td>
<td>Sheet metal working</td>
</tr>
<tr>
<td></td>
<td>Welding and fabrication</td>
</tr>
</tbody>
</table>
Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Practical demonstration</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>
| A project consists of a product component and at least one of the following components:  
  - written: 500–900 words  
  - spoken: 2½–3½ minutes  
  - multimodal  
    - non-presentation: 8 A4 pages max (or equivalent)  
    - presentation: 3–6 minutes  
  - product: continuous class time. | Students demonstrate production skills and procedures in class under teacher supervision. | • 60–90 minutes  
  • 50–250 words per item |

For further information, contact Head of Department Vocational Studies, Mr Jonathan Vallance, jlval0@eq.edu.au.
Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

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

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

Pathways

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

Objectives

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

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

Structure

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

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry practices</td>
<td>Cabinet-making</td>
</tr>
<tr>
<td>Production processes</td>
<td>Furniture finishing</td>
</tr>
<tr>
<td></td>
<td>Furniture-making</td>
</tr>
<tr>
<td></td>
<td>Glazing and framing</td>
</tr>
<tr>
<td></td>
<td>Upholstery</td>
</tr>
</tbody>
</table>
Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Practical demonstration</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

A project consists of a product component and at least one of the following components:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal
  - non-presentation: 8 A4 pages max (or equivalent)
  - presentation: 3–6 minutes
- product: continuous class time.

Students demonstrate production skills and procedures in class under teacher supervision.

- 60–90 minutes
- 50–250 words per item

For further information, contact Head of Department Vocational Studies, Mr Jonathan Vallance, jlval0@eq.edu.au.
**Hospitality Practices**

*Applied senior subject*

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

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

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

**Pathways**

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

**Objectives**

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

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

**Structure**

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

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigating the hospitality industry</td>
<td>Kitchen operations</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>Beverage operations and service</td>
</tr>
<tr>
<td>Hospitality in practice</td>
<td>Food and beverage service</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

Presented in one of the following modes:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- product and performance: continuous class time

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

- 60–90 minutes
- 50–250 words per item

For further information, contact Head of Department Vocational Studies, Mr Jonathan Vallance, jlval0@eq.edu.au.
Physical Education
General senior subject

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others’ health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Objectives

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

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Motor learning, functional anatomy, biomechanics and physical activity  
  • Motor learning integrated with a selected physical activity  
  • Functional anatomy and biomechanics integrated with a selected physical activity | Sport psychology, equity and physical activity  
  • Sport psychology integrated with a selected physical activity  
  • Equity — barriers and enablers | Tactical awareness, ethics and integrity and physical activity  
  • Tactical awareness integrated with one selected ‘Invasion’ or ‘Net and court’ physical activity  
  • Ethics and integrity | Energy, fitness and training and physical activity  
  • Energy, fitness and training integrated with one selected ‘Invasion’, ‘Net and court’ or ‘Performance’ physical activity |

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Summative internal assessment 1 (IA1):  
  • Project — folio | 25% Summative internal assessment 3 (IA3):  
  • Project — folio |
| Summative internal assessment 2 (IA2):  
  • Investigation — report | 20% Summative external assessment (EA):  
  • Examination — combination response |
| 20% | 25% |

For further information, contact Head of Department Health and Physical Education and Sport, Mr Andrew Hinks, ahink2@eq.edu.au.
Certificate II in Sport and Recreation (SIS20115)

The Certificate II in Sport and Recreation results in a nationally recognised qualification. This course contains a minimum of 13 units covering a range of areas including working in mainly routine and repetitive tasks using practical skills and basic sport and recreation industry knowledge.

Please note, this course is offered through an external provider “fiteducation”. **There are costs involved when enrolling in this course.**

**Pathways**

This course will provide pathways in sport and recreation sector or the basis for a possible career as a recreation officer, community activities assistant, customer service assistant, leisure assistant, recreation assistant, retail assistant, grounds assistant, facility assistant.

### Core Units of Competency

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
<td>SISXCCS001</td>
<td>Provide quality service</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
<td>SISXEMR001</td>
<td>Respond to emergency situations</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
<td>SISXIND001</td>
<td>Work effectively in sport, fitness and recreation environments</td>
</tr>
<tr>
<td>SISXCAI002</td>
<td>Assist with activity sessions</td>
<td>SISXIND002</td>
<td>Maintain sport, fitness and recreation industry knowledge</td>
</tr>
</tbody>
</table>

### Elective Units of Competency

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISSSCO202</td>
<td>Coach beginner or novice participants to develop fundamental motor skills</td>
<td>SISXFAC001</td>
<td>Maintain equipment for activities</td>
</tr>
<tr>
<td>SISXCAI001</td>
<td>Provide equipment for activities</td>
<td>SISXFAC002</td>
<td>Maintain sport, fitness and recreation facilities</td>
</tr>
<tr>
<td>SISSSPT201A</td>
<td>Implement sports injury prevention</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**

Assessment is competency based. Competencies are assessed at industry standard by gaining evidence to show the student has successfully fulfilled all the requirements in the Performance Criteria for this qualification. Evidence is gathered using a variety of methods which include: Observation, Portfolio, individual and group projects, Role plays and written and oral questioning, short answer questions and quizzes.

**Entry Requirements**

Students should have an interest in sport and recreation, such as coaching sporting teams and assisting with the conduct of recreation activities. This course requires students to demonstrate competency in performing basic water rescues in the pool. If you do not intend to swim, do not enrol in this course.
Fees

$275 per year payable in Term 1 if VETiS funding is available.

If students have already used VETiS funding for previous certificate courses provided by external organisations and TAFE, they will be expected to pay the full price of the course which is $400 per year. (Price can vary from year to year.)

Other Significant Requirements

Students will need a certain level of physical fitness and be able to demonstrate competency in water rescues to complete this course. They will also need outside of school computer and internet access to complete some modules. In order to gain competency in this unit students may need to complete work activities outside of school hours in coaching and first aid roles, organising sport and recreation activities and working in recreational environments.

Service Agreement

This is a one year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

SIS20115 Certificate II in Sport and Recreation – Training provided by fiteducation Personal Training Courses as a Registered Training Provider. Provider Number: 32155

For further information, contact Head of Department Health and Physical Education and Sport, Mr Andrew Hinks, ahink2@eq.edu.au.
Certificate III in Fitness (SIS30315)  
VET Certificate

The Certificate III in Fitness results in a nationally recognised qualification. This course contains a minimum of 16 units covering a range of areas including working within a defined range of exercise activities and events.

Please note: this course is offered through an external provider “fiteducation”. There are costs involved when enrolling in this course.

Pathways

This course will provide a pathway in community activities sector or the basis for possible careers as an exercise instructor or fitness administrator, as well as a recreation officer, outdoor adventure leader, tour guide, sports coach or resort activities leader.

### Core Units of Competency

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFFIT001</td>
<td>Provide health screening and fitness orientation</td>
<td>SISFFIT014</td>
<td>Instruct exercise to older clients</td>
</tr>
<tr>
<td>SISFFIT002</td>
<td>Recognise and apply exercise considerations for specific populations</td>
<td>SISXCCS001</td>
<td>Provide quality service</td>
</tr>
<tr>
<td>SISFFIT003</td>
<td>Instruct fitness programs</td>
<td>SISXFAC001</td>
<td>Maintain equipment for activities</td>
</tr>
<tr>
<td>SISFFIT004</td>
<td>Incorporate anatomy and physiology principles into fitness programming</td>
<td>SISXIND001</td>
<td>Work effectively in sport, fitness and recreation environments</td>
</tr>
<tr>
<td>SISFFIT005</td>
<td>Provide healthy eating information</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Elective Units of Competency

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBRSK401</td>
<td>Identify risk and apply risk management processes</td>
<td>SISFFIT007</td>
<td>Instruct group exercise sessions</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
<td>SISFFIT011</td>
<td>Instruct approved community fitness programs</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
<td>SISSTC301A</td>
<td>Instruct strength and conditioning techniques</td>
</tr>
<tr>
<td>SISFFIT006</td>
<td>Conduct fitness appraisals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Assessment

Assessment in this course is competency based. Students will be assessed for both knowledge and skills using a variety of methods including exams, teacher observations, journals and written responses.
Entry Requirements

The pre-requisite for this course is that students have completed SIS20115 the previous year through the external provider “fiteducation”.

Students who have not completed this course will need to be enrolled in SIS20115.

Students should have an interest in Community and Recreational Activities, such as coaching sporting teams and assisting with the conduct of recreational activities. This course requires students to demonstrate competency in performing basic water rescues in the school pool.

Fees

$275 per year payable in Term 1 if VETiS funding is available.

If students have already used VETiS funding for previous certificate courses provided by external organisations and TAFE, they will be expected to pay the full price of the course which is $400 per year. (Price can vary from year to year.)

Other Significant Requirements

Students will need a certain level of physical fitness and be able to demonstrate competency as a gym instructor to complete this course. They will also need outside of school computer and internet access to complete some modules. In order to gain competency in this unit students may need to complete work activities outside of school hours in coaching and first aid roles, organising sport and recreation activities and working in recreational environments.

Service Agreement

This is a one-year extension course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

SIS30315 Certificate III in Fitness – Training provided by fiteducation Personal Training Courses as a Registered Training Provider. Provider Number: 32155

For further information, contact Head of Department Health and Physical Education and Sport, Mr Andrew Hinks, ahink2@eq.edu.au.
Agricultural Science
General senior subject

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future.

Students examine the plant and animal science required to understand agricultural systems, their interactions and their components. They examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. Students investigate how agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be manipulated to ensure productivity and sustainability. They consider how environmental, social and financial factors can be used to evaluate production systems, and how research and innovation can be used and managed to improve food and fibre production.

Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology, business, marketing, education and literacy, research and development.

Objectives

By the conclusion of the course of study, students will:
- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agricultural systems</strong></td>
<td><strong>Resources</strong></td>
<td><strong>Agricultural production</strong></td>
<td><strong>Agricultural management</strong></td>
</tr>
<tr>
<td>• Agricultural enterprises A</td>
<td>• Management of renewable resources</td>
<td>• Animal production B</td>
<td>• Enterprise management</td>
</tr>
<tr>
<td>• Animal production A</td>
<td>• Physical resource management</td>
<td>• Plant production B</td>
<td>• Evaluation of an agricultural enterprise’s sustainability</td>
</tr>
<tr>
<td>• Plant production A</td>
<td>• Agricultural management, research and innovation</td>
<td>• Agricultural enterprises B</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Data test</td>
<td>• Research investigation</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Student experiment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summative external assessment (EA): 50%</td>
</tr>
<tr>
<td></td>
<td>• Examination</td>
</tr>
</tbody>
</table>

For further information, contact Head of Department Science and Agriculture, Mr Andrew Garty, agart11@eq.edu.au.
Certificate II in Rural Operations (AHC21216)

VET Certificate

Students who successfully complete this course of study will attain a Certificate II in Rural Operations. Students have the opportunity to obtain general skills that have application in a wide range of rural and general business enterprises. In order to attain the Certificate II in Rural Operations, students must complete 15 Units of Competency.

The Units of Competency that are offered include:

<table>
<thead>
<tr>
<th>Core Units of Competency</th>
<th>Elective Units of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS201</td>
<td>Participate in work health and safety processes</td>
</tr>
<tr>
<td>AHCWRK204</td>
<td>Work effectively in the industry</td>
</tr>
<tr>
<td>AHCCHM201</td>
<td>Apply chemicals under supervision</td>
</tr>
<tr>
<td>AHCINF201</td>
<td>Carry out basic electric fencing operations</td>
</tr>
<tr>
<td>AHCINF202</td>
<td>Install, maintain and repair farm fencing</td>
</tr>
<tr>
<td>AHCINF203</td>
<td>Maintain properties and structures</td>
</tr>
<tr>
<td>AHCLSK202</td>
<td>Care for health and welfare of livestock</td>
</tr>
<tr>
<td>AHCLSK205</td>
<td>Handle livestock using basic techniques</td>
</tr>
</tbody>
</table>

**Assessment**

- Exams
- Assignments
- Oral presentations
- Practical demonstration of skills
- Observation by assessor
- Projects
- Written records (diaries, chemical log books, maintenance log books)

Students may use time outside of school hours to help attain certain competencies providing this experience can be documented to the required standard.

Examples where this might occur include:
- weekend cattle handling schools,
- weekend schools for vet techniques for cattle.
Entry Requirements

Completion of Year 10 Agriculture is highly desirable when enrolling in the Certificate II in Rural Operations.

Fees

There are no material costs for this qualification.

Other Significant Requirements

As the majority of the work for students is outside of the classroom, they should be prepared to work under a range of conditions on the school farm. Many jobs are dirty, for example: mechanical work, construction jobs, animal handling and mucking out animal pens. It would be advantageous to bring some work clothes and boots (Safety shoes are required when students are working with certain equipment) as well as a broad brimmed hat for many of the work situations in the field. Some students elect to bring a small padlock and leave their work clothes in the lockers at the Agricultural Education Centre.

Service Agreement

This is a two year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

AHC21216 Certificate II in Rural Operations – Training provided by Hervey Bay State High School as a Registered Training Provider. Provider Number: 30299

For further information, contact Head of Department Science and Agriculture, Mr Andrew Garty, agart11@eq.edu.au.
Biology provides opportunities for students to engage with living systems.

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

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives

By the conclusion of the course of study, students will:
- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cells and multicellular organisms</td>
<td>Maintaining the internal environment</td>
<td>Biodiversity and the interconnectedness of life</td>
<td>Heredity and continuity of life</td>
</tr>
<tr>
<td>Cells as the basis of life</td>
<td>• Homeostasis</td>
<td>• Describing biodiversity</td>
<td>• DNA, genes and the continuity of life</td>
</tr>
<tr>
<td>Multicellular organisms</td>
<td>• Infectious diseases</td>
<td>• Ecosystem dynamics</td>
<td>• Continuity of life on Earth</td>
</tr>
</tbody>
</table>
Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>20%</td>
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</tr>
<tr>
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<td>• Examination</td>
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</tr>
</tbody>
</table>

For further information, contact Head of Department Science and Agriculture, Mr Andrew Garty, agart11@eq.edu.au.
Chemistry
General senior subject

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

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Objectives

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

• describe and explain scientific concepts, theories, models and systems and their limitations
• apply understanding of scientific concepts, theories, models and systems within their limitations
• analyse evidence
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<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical fundamentals — structure, properties and reactions</td>
<td>Molecular interactions and reactions</td>
<td>Equilibrium, acids and redox reactions</td>
<td>Structure, synthesis and design</td>
</tr>
<tr>
<td>• Properties and structure of atoms</td>
<td>• Intermolecular forces and gases</td>
<td>• Chemical equilibrium systems</td>
<td>• Properties and structure of organic materials</td>
</tr>
<tr>
<td>• Properties and structure of materials</td>
<td>• Aqueous solutions and acidity</td>
<td>• Oxidation and reduction</td>
<td>• Chemical synthesis and design</td>
</tr>
<tr>
<td>• Chemical reactions — reactants, products and energy change</td>
<td>• Rates of chemical reactions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

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</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
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For further information, contact Head of Department Science and Agriculture, Mr Andrew Garty, agart11@eq.edu.au.
Marine Science
General senior subject

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources.

Students develop their understanding of oceanography. They engage with the concept of marine biology. They study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked with ocean issues and resource management where students apply knowledge to consider the future of our oceans and techniques for managing fisheries.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
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</tr>
</thead>
<tbody>
<tr>
<td>Oceanography</td>
<td>Marine biology</td>
<td>Marine systems — connections and change</td>
<td>Ocean issues and resource management</td>
</tr>
<tr>
<td>• An ocean planet</td>
<td>• Marine ecology and biodiversity</td>
<td>• The reef and beyond</td>
<td>• Oceans of the future</td>
</tr>
<tr>
<td>• The dynamic shore</td>
<td>• Marine environmental management</td>
<td>• Changes on the reef</td>
<td>• Managing fisheries</td>
</tr>
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Assessment

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

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<td>Summative external assessment (EA):</td>
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<td>50%</td>
</tr>
<tr>
<td>20%</td>
<td>• Examination</td>
</tr>
</tbody>
</table>

For further information, contact Head of Department Vocational Studies, Mr Jonathan Vallance, jlval0@eq.edu.au.
Physics
General senior subject

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.
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<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thermal, nuclear and electrical physics</strong></td>
<td><strong>Linear motion and waves</strong></td>
<td><strong>Gravity and electromagnetism</strong></td>
<td><strong>Revolutions in modern physics</strong></td>
</tr>
<tr>
<td>• Heating processes</td>
<td>• Linear motion and force</td>
<td>• Gravity and motion</td>
<td>• Special relativity</td>
</tr>
<tr>
<td>• Ionising radiation and nuclear reactions</td>
<td>• Waves</td>
<td>• Electromagnetism</td>
<td>• Quantum theory</td>
</tr>
<tr>
<td>• Electrical circuits</td>
<td></td>
<td></td>
<td>• The Standard Model</td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td>10%</td>
</tr>
<tr>
<td>• Data test</td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td></td>
<td>• Research investigation</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td>20%</td>
</tr>
<tr>
<td>• Student experiment</td>
<td><strong>Summative external assessment (EA):</strong> 50%</td>
</tr>
<tr>
<td></td>
<td>• Examination</td>
</tr>
</tbody>
</table>

For further information, contact Head of Department Science and Agriculture, Mr Andrew Garty, agart11@eq.edu.au.
Aquatic Practices
Applied senior subject

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

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

Objectives

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

- describe concepts and ideas in aquatic contexts
- explain concepts and ideas in aquatic contexts
- demonstrate skills in aquatic contexts
- analyse information, situations and relationships in aquatic contexts
- apply knowledge, understanding and skills in aquatic contexts
- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose
- generate plans and procedures for activities in aquatic contexts
- evaluate the safety and effectiveness of activities in aquatic contexts
- make recommendations for activities in aquatic contexts.
Structure

The Aquatic Practices course is designed around:

- the four areas of study with the core topics for ‘Safety and management practices’ embedded in each of the four areas of study
- schools determine whether to include elective topics in a course of study.

<table>
<thead>
<tr>
<th>Areas of study</th>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
</table>
| Environmental        | • Environmental conditions  
                      | • Ecosystems                                 | • Citizen science                           |
|                      | • Conservation and sustainability             |                                             |
| Recreational         | • Entering the aquatic environment            | • Aquatic activities                        |
| Commercial           | • Employment                                  | • Aquaculture, aquaponics and aquariums     |
|                      | • Aquaculture, aquaponics and aquariums       | • Boat building and marine engineering      |
| Cultural             | • Cultural understandings                     | • Historical understandings                |
| Safety and management practices | • Legislation, rules and regulations for aquatic environments  
                      | • Equipment maintenance and operations       |                                             |
|                      | • First aid and safety                         |                                             |
|                      | • Management practices                        |                                             |

Assessment

For Aquatic Practices, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including no more than two assessment instruments from any one technique.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
<td>A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills.</td>
</tr>
</tbody>
</table>
At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- performance: continuous class time
- product: continuous class time.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

- 60–90 minutes
- 50–250 words per item
- performance: continuous class time to develop and practice the performance.

For further information, contact Head of Department Vocational Studies, Mr Jonathan Vallance, jlval0@eq.edu.au.
Chinese
General senior subject

Chinese provides students with the opportunity to reflect on their understanding of the Chinese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Chinese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in Chinese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses, could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

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

- comprehend Chinese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Chinese.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>我的世界</td>
<td>探索世界</td>
<td>社会现象</td>
<td>我的未来</td>
</tr>
<tr>
<td>My world</td>
<td>Exploring our world</td>
<td>Our society</td>
<td>My future</td>
</tr>
<tr>
<td></td>
<td>Family/carers and friends</td>
<td>Roles and relationships</td>
<td>Finishing secondary school, plans and reflections</td>
</tr>
<tr>
<td></td>
<td>Lifestyle and leisure</td>
<td>Technology and media</td>
<td>Socialising and connecting with my peers</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>The contribution of Chinese culture to the world</td>
<td>Responsibilities and moving on</td>
</tr>
</tbody>
</table>
Assessment

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

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

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Examination — short response</td>
<td>• Extended response</td>
</tr>
<tr>
<td>15%</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>

For further information, contact the Head of Department Transition and LOTE, Ms Stacey Josh, sjosh1@eq.edu.au
**Drama**

**General senior subject**

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students’ knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

**Pathways**

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

**Objectives**

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

- demonstrate an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Share</strong>&lt;br&gt;How does drama promote shared understandings of the human experience?&lt;br&gt;• cultural inheritances of storytelling&lt;br&gt;• oral history and emerging practices&lt;br&gt;• a range of linear and non-linear forms</td>
<td><strong>Reflect</strong>&lt;br&gt;How is drama shaped to reflect lived experience?&lt;br&gt;• Realism, including Magical Realism, Australian Gothic&lt;br&gt;• associated conventions of styles and texts</td>
<td><strong>Challenge</strong>&lt;br&gt;How can we use drama to challenge our understanding of humanity?&lt;br&gt;• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre&lt;br&gt;• associated conventions of styles and texts</td>
<td><strong>Transform</strong>&lt;br&gt;How can you transform dramatic practice?&lt;br&gt;• Contemporary performance&lt;br&gt;• associated conventions of styles and texts&lt;br&gt;• inherited texts as stimulus</td>
</tr>
</tbody>
</table>

Assessment

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

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

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):&lt;br&gt;• Performance</td>
<td>20% Summative internal assessment 3 (IA3):&lt;br&gt;• Project — practice-led project</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):&lt;br&gt;• Project — dramatic concept</td>
<td>20%</td>
</tr>
</tbody>
</table>
| Summative external assessment (EA): 25%
  • Examination — extended response |

For further information, contact Head of Department The Arts, Mr Brian Speirs, bspei3@eq.edu.au.
Music
General senior subject

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

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

• demonstrate technical skills
• explain music elements and concepts
• use music elements and concepts
• analyse music
• apply compositional devices
• apply literacy skills
• interpret music elements and concepts
• evaluate music to justify the use of music elements and concepts
• realise music ideas
• resolve music ideas.
### Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Designs</strong>&lt;br&gt;Through inquiry learning, the following is explored:&lt;br&gt;How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</td>
<td><strong>Identities</strong>&lt;br&gt;Through inquiry learning, the following is explored:&lt;br&gt;How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</td>
<td><strong>Innovations</strong>&lt;br&gt;Through inquiry learning, the following is explored:&lt;br&gt;How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</td>
<td><strong>Narratives</strong>&lt;br&gt;Through inquiry learning, the following is explored:&lt;br&gt;How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</td>
</tr>
</tbody>
</table>

### Assessment

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

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

#### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong>&lt;br&gt;• Performance</td>
<td>20%&lt;br&gt;<strong>Summative internal assessment 3 (IA3):</strong>&lt;br&gt;• Integrated project</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong>&lt;br&gt;• Composition</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Summative external assessment (EA):</strong> 25%&lt;br&gt;• Examination</td>
<td></td>
</tr>
</tbody>
</table>

For further information, contact Head of Department The Arts, Mr Brian Speirs, bspei3@eq.edu.au.
Visual Art
General senior subject

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others’ art practices.

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

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

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art as lens</strong></td>
<td><strong>Art as code</strong></td>
<td><strong>Art as knowledge</strong></td>
<td><strong>Art as alternate</strong></td>
</tr>
<tr>
<td>Through inquiry learning, the following are explored:</td>
<td>Through inquiry learning, the following are explored:</td>
<td>Through inquiry learning, the following are explored:</td>
<td>Through inquiry learning, the following are explored:</td>
</tr>
<tr>
<td>• Concept: lenses to explore the material world</td>
<td>• Concept: art as a coded visual language</td>
<td>• Concept: constructing knowledge as artist and audience</td>
<td>• Concept: evolving alternate representations and meaning</td>
</tr>
<tr>
<td>• Contexts: personal and contemporary</td>
<td>• Contexts: formal and cultural</td>
<td>• Contexts: contemporary, personal, cultural and/or formal</td>
<td>• Contexts: contemporary and personal, cultural and/or formal</td>
</tr>
<tr>
<td>• Focus: People, place, objects</td>
<td>• Focus: Codes, symbols, signs and art conventions</td>
<td>• Focus: student-directed</td>
<td>• Focus: continued exploration of Unit 3 student-directed focus</td>
</tr>
<tr>
<td>• Media: 2D, 3D, and time-based</td>
<td>• Media: 2D, 3D, and time-based</td>
<td>• Media: student-directed</td>
<td>• Media: student-directed</td>
</tr>
</tbody>
</table>

Assessment

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

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

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Investigation — inquiry phase 1</td>
<td>• Project — inquiry phase 3</td>
</tr>
<tr>
<td>15%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Project — inquiry phase 2</td>
<td>• Project — inquiry phase 3</td>
</tr>
<tr>
<td>25%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative external assessment (EA): 25%</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
</tbody>
</table>

For further information, contact Head of Department The Arts, Mr Brian Speirs, bspei3@eq.edu.au.
Visual Arts in Practice
Applied senior subject

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs. Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others’ works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

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

Pathways

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

Objectives

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

Structure

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

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual mediums, technologies, techniques</td>
<td>• 2D</td>
</tr>
<tr>
<td>Visual literacies and contexts</td>
<td>• 3D</td>
</tr>
<tr>
<td>Artwork realisation</td>
<td>• Digital and 4D</td>
</tr>
<tr>
<td></td>
<td>• Design</td>
</tr>
<tr>
<td></td>
<td>• Craft</td>
</tr>
</tbody>
</table>
Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Product</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the application of identified skills to the production of artworks.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
</tr>
</tbody>
</table>

A project consists of:
• a product component: variable conditions
• at least one different component from the following
  – written: 500–900 words
  – spoken: 2½–3½ minutes
  – multimodal
• non-presentation: 8 A4 pages max (or equivalent)
• presentation: 3–6 minutes.

• variable conditions

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.

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.

For further information, contact Head of Department The Arts, Mr Brian Speirs, bspei3@eq.edu.au.
Dance in Practice
Applied senior subject

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others’ dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

Pathways

A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

Objectives

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

- recall terminology, concepts and ideas associated with dance
- interpret and demonstrate the technical and expressive skills required for dance genres
- explain dance and dance works
- apply dance concepts and ideas through performance and production of dance works
- analyse dance concepts and ideas for particular purposes, genres, styles and contexts
- use language conventions and features to achieve particular purposes
- generate, plan and modify creative processes to produce dance works
- create communications and make decisions to convey meaning to audiences
- evaluate dance works.

Structure

The Dance in Practice course is designed around core and elective topics. Students explore at least two dance genres across Units 1 and 2 and again in Units 3 and 4, and three genres across the four units.

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance performance</td>
<td>Ballet</td>
</tr>
<tr>
<td>Dance production</td>
<td>Contemporary</td>
</tr>
<tr>
<td>Dance literacies</td>
<td>Jazz</td>
</tr>
<tr>
<td></td>
<td>Tap</td>
</tr>
<tr>
<td></td>
<td>Ballroom</td>
</tr>
<tr>
<td></td>
<td>Popular dance</td>
</tr>
<tr>
<td></td>
<td>World dance</td>
</tr>
</tbody>
</table>
Assessment

For Dance 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, separate to an assessable component of a project.

<table>
<thead>
<tr>
<th>Project</th>
<th>Performance</th>
<th>Product</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the physical demonstration of identified skills.</td>
<td>A technique that assesses the production of a design solution and folio or choreographic work.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students' own knowledge and the data they have been given.</td>
</tr>
<tr>
<td>The Project in Dance in Practice requires:</td>
<td></td>
<td></td>
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<tr>
<td>• a dance performance: 1½ – 2 minutes</td>
<td>• Dance performance: 2–3 minutes</td>
<td>• Design solution and folio: variable conditions</td>
<td>Presented in one of the following modes:</td>
<td>Presented in one of the following modes:</td>
</tr>
<tr>
<td>• at least one other component from the following</td>
<td>• Production performance: variable conditions</td>
<td>• Choreographic work: 2–3 minutes</td>
<td>• written: 600–1000 words</td>
<td>• written: 600–1000 words</td>
</tr>
<tr>
<td>– written: 500–900 words</td>
<td>• Teaching performance: variable conditions</td>
<td></td>
<td>• spoken: 3–4 minutes</td>
<td>• spoken: 3–4 minutes</td>
</tr>
<tr>
<td>– spoken: 2½–3½ minutes</td>
<td>• multimodal</td>
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<td>• multimodal</td>
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<tr>
<td>– multimodal</td>
<td>– non-presentation: 8 A4 pages max (or equivalent)</td>
<td>– non-presentation: 10 A4 pages max (or equivalent)</td>
<td>– presentation: 4–7 minutes.</td>
<td>– non-presentation: 10 A4 pages max (or equivalent)</td>
</tr>
<tr>
<td>• product: variable conditions.</td>
<td></td>
<td></td>
<td></td>
<td>– presentation: 4–7 minutes.</td>
</tr>
</tbody>
</table>

For further information, contact Head of Department The Arts, Mr Brian Speirs, bspei3@eq.edu.au.