# GYMPIE
# STATE HIGH SCHOOL

## Years 11 & 12
## Senior Secondary
## PROSPECTUS

# 2025

*Gold from the school*

Queensland Government

Resilience Diversity Success Tradition

## CONTENTS



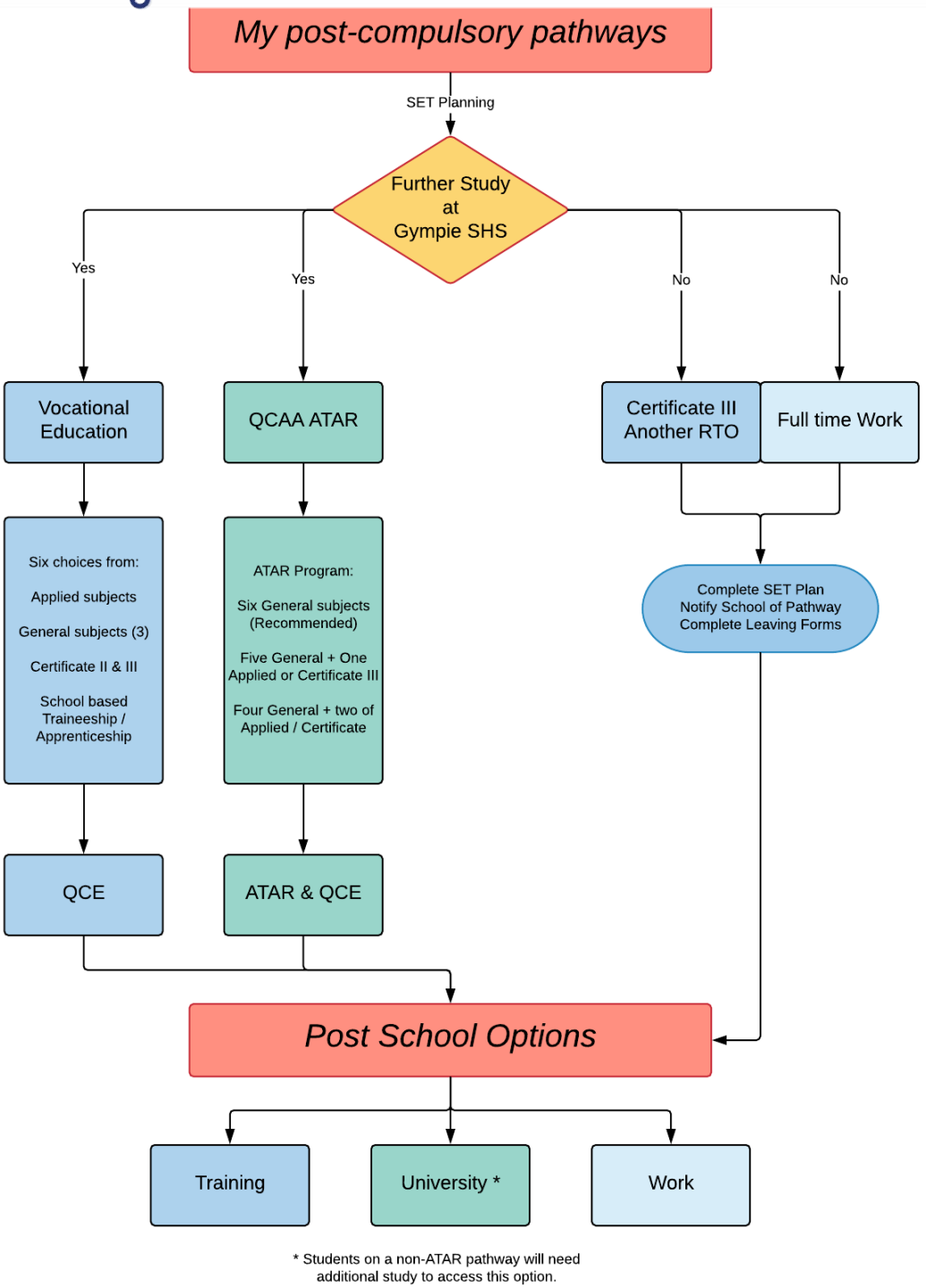
**Subjects – A > Z**



***All information contained is accurate of at the time of publication but subject to change.***

## OPTIONAL PATHWAYS AFTER YEAR 10

# Service Guarantee




**At Gympie State High School there are 3 clearly articulated pathways leading to quality post-school options. At the completion of Year 12, we guarantee that all students will obtain a QCE / QCIA, and:**

*** An ATAR**

*** Completed School Based Traineeship or**

*** A VET Certificate**

*** Be engaged in fulltime quality employment**

## INTRODUCTION

The Senior Curriculum Course Guide is a resource to planning your senior education pathway. It will provide you with information regarding this next phase of your secondary schooling, including subject selection, qualifications and tertiary entrance.
Contained in this guide are outlines of the courses offered at Gympie State High School for students transitioning to Year 11. Please note that courses will only run where sufficient student numbers exist for the classes. This decision is at the discretion of the school.
Please use this guide to assist you in planning your pathway. To assist you, we have designed a rigorous process for parents and students in which to engage that supports informed decision making and subject choices.

## STUDENT OUTCOMES

Gympie State High School monitors student achievement and progress each semester to ensure students are engaged and making the most of their education. The aim is to have every student who completes Year 12 exit with one or more of the following qualifications:

1. Queensland Certificate of Education (QCE) or the
   Queensland Certificate of Individual Achievement (QCIA),
2. Australian Tertiary Admission Rank (ATAR),
3. Completed a VET Certificate,
4. Completed a School-based Apprenticeship/Traineeship

NOTE: Students who are not ATAR eligible must participate in a VET Certificate Course. This is important to increase the likelihood of our students exiting with a qualification.

## 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 Education (QCE)

Gympie State High School expects all students completing Year 12 to attain a QCE as a minimum qualification standard. The Queensland Certificate of Education (QCE) qualification will be awarded to eligible students by the Queensland Curriculum and Assessment Authority (QCAA). The QCE offers flexibility in what, where and when students learn. This means that not all learning needs to take place at school. The QCE recognises broad learning options – academic, vocational education, workplace learning and university subjects. Different types of learning attract different numbers of credits.

| The QCAA stipulates that | You need |
|---|---|
| An amount of learning | 20 credits |
| At a set standard | Sound level of Achievement, Pass or Equivalent |
| In a set pattern | At least 12 credits from completed Core courses of study<br>+<br>An additional 8 credits from a combination of any courses of study |
| | But a maximum of 6 credits from preparatory courses of study |
| | And meet literacy and numeracy requirements |
| | **To gain a QCE** |

Students in Queensland are issued with a Senior Education Profile upon completion of Year 12. For more detailed information regarding QCAA requirements including the Senior Statement, you can download the QCE handbook from the QCAA website.

## Australian Tertiary Admission Rank (ATAR)

### What is an ATAR?

- The ATAR is a fine-grained rank order of students.
- It's a number between 0.00 and 99.95 with increments of 0.05.
- The ATAR is commonly used in other states and territories of Australia.

### Calculating ATARs

The Queensland Tertiary Admissions Centre (QTAC) is responsible for calculating students' ATARs.

QTAC will calculate ATARs based on either:

- a student's best five General (currently Authority) subject results, as is currently the case for the ATAR system; or
- A student's best results in a combination of four General subject results, plus an applied learning subject result; or

| | |
|---|---|
| Best five<br>QCAA General subjects | Best four QCAA General subjects<br>+<br>The best results in a QCAA Applied (currently Authority-registered subject or Subject area syllabus subject)<br>Or<br>Certificate III<br>Or<br>Certificate IV<br>Or<br>Diploma<br>Or<br>Advanced Diploma |

- English as a requirement for ATAR eligibility
- In the new system of tertiary entrance, 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 an English course.
- While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.

If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.

# QCE REQUIREMENTS

***NB:*** *Students can plan their QCE pathway and track their progress towards a QCE in their Learning Account on the Student Connect website at www.studentconnect.qcaa.qld.edu.au. This information is subject to change in response to directives from the QCAA*

| | an **AMOUNT of LEARNING** | at a **SET STANDARD** | in a **SET PATTERN** | | | | |
|---|---|---|---|---|---|---|---|
| **To gain a QCE, students need:** | 20 credits | Sound achievement, Pass or equivalent | At least **12 credits** from completed **CORE COURSES OF STUDY** | **+** | An additional **8 credits** from a combination of **any + courses of study** | | Meet **literacy and numeracy** requirements |

## LEARNING OPTIONS AND CREDIT VALUES:

| CORE | CREDIT | PREPARATORY | CREDIT | ENRICHMENT | CREDIT | ADVANCED | CREDIT |
|---|---|---|---|---|---|---|---|
| At least 12 credits are needed from CORE. | | A maximum of 6 credits can contribute. | | A maximum of 8 credits can contribute. | | A maximum of 8 credits can contribute. | |
| General or Applied subject | 4 per course (4 units) | Certificate I vocational qualification — maximum of 2 can count | 2 or 3 | A level of a recognised certificate or award in areas such as music, dance, drama, sport or community development | 1 | A one-semester university subject undertaken while at school | 2 |
| A Senior External Examination | 4 | | | | | | |
| VET Certificate II | 4 | Employment skills development program — only 1 can count | 2 | a negotiated community or self- directed project | 1 | A two-semester university subject undertaken while at school | 4 |
| VET Certificate III—IV* | 5, 6, 7 or 8 | | | | | | |
| Tailored training program | 4 | Re-engagement program — only 1 can count | 2 | 160 hours (20 days) of structured workplace learning that an employer endorses | 1 | Units of competencies in a Diploma or Advanced Diploma over at least a semester (or its equivalent) | 2 |
| International learning program | 4 | | | | | | |
| School-based apprenticeships and traineeships<br>Cert III competencies<br>On-the-job training | up to 2<br>4 | Short course in literacy or numeracy developed by the QCAA | 1 per course | General Extension subjects (e.g., English & Music) | 2 | | |

## ACHIEVE THE REQUIRED STANDARD...

| COURSE OF STUDY | SET STANDARD |
|---|---|
| General subjects and Applied subjects | at least a Sound Level of Achievement |
| Vocational education and training | competence |
| University courses/subjects/units undertaken while still at school | at least a pass as defined by the course |
| International learning course of study | at least a pass as defined by the course |
| Workplace, community and self-directed | at least a pass as defined by the project |

## and INCLUDE LITERACY AND NUMERACY...

| LITERACY | NUMERACY |
|---|---|
| at least a Sound Level of Achievement in a semester of a General or Applied English subject; or | at least a Sound Level of Achievement in a semester of an General or Applied mathematics subject; or |
| competence in VET modules LIT 204 or LIT 205; or | competence in VET modules NUM 204 or NUM 205; or |
| a pass in a literacy course recognised by the QCAA (NRS Level 3 or above); or | a pass in a numeracy course recognised by the QCAA (NRS Level 3 or above); or |
| at least a Sound Level of Achievement in the Literacy strand of a short course on Literacy and/or Numeracy. | at least a Sound Level of Achievement in the Numeracy strand of a short course of Literacy and Numeracy. |

*** Some Certificates III and IV are exempt and will attract fewer than 8 credits**

**+ Students studying a program consisting of only applied subjects must achieve at least a sound in 18 of the required 20 credits. Up to 2 from partially complete subjects may be Limited Achievement. (Semester 1 or 2 only)**

# Fact Sheet

## Access arrangements and reasonable adjustments (AARA)

Under the new senior assessment system, *Special Provisions* are now called *Access Arrangements and Reasonable Adjustments (AARA)*.

The QCAA recognises that some students have a disability, impairment and/or medical condition, or experience other circumstances that may be a barrier to their performance in assessment. AARA are designed to assist these students through minimising barriers for eligible students to demonstrate their learning, knowledge and skill in assessment.

QCAA Guidelines stipulate that **schools** make decisions about AARA for Units 1 and 2. The guidelines ensure that AARA used in Units 1 and 2 align with available adjustments for Units 3 and 4. These guidelines can be found at www.qcaa.qld.edu.au.

NB: Approval of AARA arrangements by a school for Units 1 and 2 is not a guarantee that students will be provided the same AARA by QCAA for Units 3 and 4.

### AARA Categories

AARA are provided to minimise, as much as possible, barriers for a student to read, respond to or participate in assessment. These barriers fall into two broad categories:

**CATEGORY A:** **1) permanent; 2) temporary; 3) intermittent**

**CATEGORY B:** **1) cognitive; 2) physical; 3) sensory; 4) socioemotional**

### AARA Application Process

1. Student/guardian contacts Head of Department Senior Schooling to discuss eligibility. Students with a verified disability contact HOSES.
2. Confidential medical report completed by GP.
3. Student submits Application Form, Confidential Student Statement and Confidential Medical Report to Head of Department Senior Schooling.
4. Unit 1 and 2 - Head of Department Senior Schooling meets with GO for final decision.
   Unit 3 and 4 - Head of Department Senior Schooling submits AARA application to QCAA for approval.
5. Head of Department Senior Schooling informs student/guardian, GO and curriculum HODs of outcome of application.
6. Paper copy stored in student file; digital copy uploaded to OneSchool and QCAA Portal.

**Due Dates** - **For Semester One, end of Term One, Week Three**
- **For Semester Two, end of Term Three, Week Three**

# YEARS 10, 11 and 12 GOOD STANDING POLICY

Students in Years 10, 11 and 12 at Gympie State High School are part of a learning community that grows young people of integrity, compassion and wisdom who honour our past and build our future.

Students are required to actively participate in their course of study to the best of their ability.
This encompasses the core expectations of our school where all students are Respectful, Responsible, Safe and Learners.
The senior years focus on all students achieving their potential and having access to a range of choices when they leave that will lead them to make meaningful contributions to their communities.

Gympie State High School will support senior student success through:

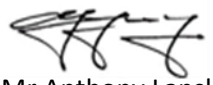
- delivering a program of instruction and assessment within the requirements of Queensland Curriculum and Assessment Authority that is designed to interest and engage our learners
- undertaking all reasonable actions to ensure school leavers hold pathway-relevant qualifications – e.g. – ATAR, QCE, Cert II or above
- monitoring and mentoring all students through their desired educational and career pathways
- administering a program of student welfare and self-development to foster 21st century skills
- fairly addressing individual needs with regard to academic and emotional growth

Students in Years 10, 11 and 12 are expected to:

- maintain minimum attendance of 90%, including Form classes
- genuinely participate in all class work; complete work for classes missed due to illness or off-campus days
- complete all assessments to the best of their ability, on or before the due date
- complete all competencies in certificate courses, on or before the due date
- adhere to requirements for behaviour, effort and uniform

If a student is temporarily unable to keep to the terms of this agreement for any reason (e.g. – illness or other unforeseen circumstance), the student or parent/caregiver is to contact the Head of Department for Senior Schooling to make alternative arrangements.

A student who is unable or unwilling to keep to the terms of this agreement over an extended period of time may lose extra-curricular privileges such as eligibility to purchase a Senior Jersey or attend the Formal. More serious breaches may result in the student being recommended for alternative education and training programs.



Mr Anthony Lanskey
Principal

Mrs Sally Bekker
Deputy Principal

# POSITIVE EDUCATION

## POSITIVE EDUCATION

***Excellence for all through culture and innovation***

***Our Vision…***

***A progressive, high performing school realizing the potential of every student.***

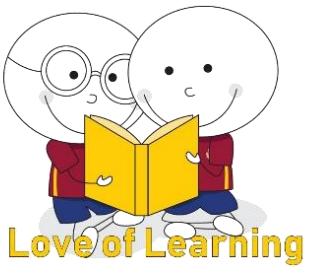
Positive Education brings together the science of positive psychology with best practice teaching to encourage and support individuals, schools and communities to flourish.

At Gympie State High School, we have Positive Education and wellbeing for our whole school as the focus and future direction for improving mental health and wellbeing. Neuroscience, science of the brain, has proven that our brains are always changing and growing through exposure to life experiences, challenges and learning new things. Positive emotions, relationships, accomplishment, engagement, meaning and a healthy lifestyle are all important elements in our lives. Finding the balance and developing these elements is the challenge to building wellbeing and happiness.

Gympie State High School focuses on Positive Education embedded into our curriculum through character strengths, mindfulness and growth mindsets – all areas of positive psychology. Positive communication is relayed through our newsletters, student planners, Facebook and everyday school interactions.

Positive Education also encompasses our parents and the broader community. Positive Wellbeing tips are provided in on our Facebook page, web page and our sign on Cootharaba Road. We encourage parents and the broader community to be a part of our Positive Education journey.

**Gympie State High School Positive Education Model**
Gold – Growth mindset, Opportunities, Love of Learning, Diversity.

# Gold Time

**Gympie SHS *GOLD Time* – a *G*reat *O*pportunity to *L*earn and *D*evelop.**

- ***GOLD** Time* is an early intervention process to support students requiring extra academic support, especially in literacy, numeracy and Queensland Certificate of Education (QCE) completion.
- ***GOLD** Time* allows for groups of teachers, on a rotating cycle, to focus on small-group collaborative activities and identify students requiring further support or intervention.
- ***GOLD** Time* also allows for training and preparation for our Programs of Excellence and Innovation.
- ***GOLD** Time* operates on Thursdays in Lesson 4 each week.

***GOLD** Time*

1. The school day on Thursdays ends after Lesson 3 at 1.40pm.
2. Students will be required to remain for intervention in Lesson 4 if they have been identified as needing further support. The criteria for intervention are:
    a. Years 7, 8 and 9
        i. Literacy and Numeracy Support
        ii. Insufficient evidence at check date of assessment
    b. Years 10, 11 and 12
        i. Not on track to achieve a QCE
        ii. Behind in VET competencies
        iii. Insufficient evidence at check date of assessment
3. Supervised study classes will be provided for those students whose parents do not wish for their student to leave school after Lesson 3. This may include students who have to wait for buses, those in Out of Home Care and other students whose parents wish them to remain at school for further study.
4. Parents will be notified each **Monday/Tuesday** prior by email and text message if their student is required to stay at school and receive targeted support during ***GOLD** Time* that week.

***GOLD** Time* **– Expectations**

- Attendance
    - Students who are required to attend GOLD Time and do not have a legitimate reason for their non-attendance will be considered truant and may need to complete detentions including possible after-school detentions
- If your child is engaged in TAFE or a School Based Apprenticeship/Traineeship on a Thursday, please contact your child's teacher to make other arrangements.
- Appointments arranged out of school hours
    - GOLD Time is part of the week's scheduled classes so any medical, dental or other appointments should be scheduled outside school hours to avoid disruption to learning

- Expectations re leaving school
    - Students who are not required to attend GOLD Time and are not remaining to study may finish school following Lesson 3 on a Thursday. Those students must depart school and return home in the care of their parents/carers
    - Bus students remaining for Supervision are not to leave school grounds before 3pm.
    - Supervision students who leave school grounds without permission or intervention students who do not present to GOLD Time may face disciplinary consequences.
- Behaviour
    - Normal school expectations regarding behaviour apply throughout GOLD Time.
- Study lesson expectations
    - Students remaining behind and not involved in intervention, will be placed in a supervised class. They will need a laptop to continue with individual assessment and assignment work under supervision.

***Please find the Gold Time permission form in your Enrolment Application Book (coloured cover)***

# A GUIDE TO SELECTING YOUR SUBJECTS

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

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

- What subjects do I enjoy?
- In which subjects do I perform well?
- What are the possible pathways I am considering for the future?
- What are the possible university courses I am interested in pursuing?
- Am I interested in pursuing a trade or apprenticeship?
- Subjects that you need as tertiary prerequisites, as listed in the Tertiary Prerequisites booklet

DO NOT choose your subjects for the following reasons:

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

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

Choose very carefully

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

For more information about the new tertiary entrance system, visit the QTAC website.

## IMPORTANT INFORMATION TO CONSIDER

1. Your preferred course of study should be based on your career goals outlined in your SET Plan
2. If you wish to study any **General subject** it is **strongly recommended** that you study **English** rather than Essential English**.**
3. A number of subjects have **additional costs** associated with their course of study.

These costs are clearly indicated with each subject in the Subject Selection Booklet. These additional costs must be paid (in full) **before the end of Term 3** or another subject may need to be selected. Refer to Subject Levies.

**Senior course readiness criteria and prerequisites**

When planning your senior pathway, be aware that Gympie State High School applies prerequisites to Year 11 and 12 subjects. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful. Note that students should demonstrate at least a C standard in English to undertake any General course in Year 11, to ensure success.

**Year 11 and 12 students:**

- MUST study English, Literature OR Essential English
- MUST study Essential Mathematics, General Mathematics OR Mathematical Methods
- MUST study 6 subjects in both Year 11 and Year 12
- CHOOSE any combination of 6 subjects (including English and Mathematics choices).
- STUDENTS wanting to study Specialist Mathematics must also study Mathematical Methods
- RECOMMENDED: Students wanting to study Physics are strongly encouraged to study Mathematical Methods

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

**THINK HARD BEFORE YOU MAKE YOUR SUBJECT CHOICES**
**AND…**
**KEEP YOUR OPTIONS OPEN**

***Before selecting your course of study, you should fill in the following table as a start to your Senior Education and Training Plan***

| Options | Intended Learning Option | Please Tick |
|---|---|---|
| **Continue my studies at Gympie SHS and attain** | Queensland Certificate of Education (QCE) | |
| | Queensland Certificate of Individual Achievement (QCIA) | |
| | Certificate II | |
| | Certificate III | |
| | Certificate IV | |
| | Advanced Diploma | |
| | 2 Semesters University Credit | |
| **Other considerations** | Are you hoping to complete a School-based apprenticeship/traineeship? (Y or N) | |
| | Do you intend to achieve an ATAR? | |
| **Leave school and** | Study and/or train at TAFE – VET Certificate | |
| | Traineeship/apprenticeship – VET Certificate | |
| | Full time work (25hrs +) | |
| | Go to another school | |
| | Go to another educational institution | |
| **Industry area** What industry areas do your career goals and ILO relate to? | Animal Studies | |
| | Building and Construction | |
| | Business | |
| | Economics | |
| | Dance | |
| | Drama | |
| | Education | |
| | Engineering | |
| | Film and Television | |
| | Furnishing | |
| | Horticulture | |
| | Hospitality | |
| | IT | |
| | Manufacturing | |
| | Music | |
| | Retail | |
| | Sport & Recreation | |
| | Visual Arts | |
| | Other | |

## Century 21 Centurions Sporting Apparel & Fees

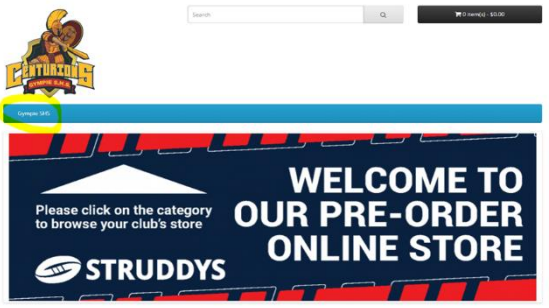
All Gympie State High School individual sporting apparel will be available for purchase via the Struddy's online store. Please note that it is an expectation that Gympie State High School Rugby League students purchase and wear our school Rugby League playing shorts and playing socks during all school games – all other apparel is deemed optional but we strongly encourage participating students to engage with these items. We would like all students who represent our school in sport to purchase our Centurions training shirt, cap and performance shorts for their training sessions and purchase and wear our Centurions travel polo shirt to wear to carnivals and events – our Centurions travel polo shirt can also be worn as a regular school shirt on any school day. If a student has one of these polo shirts, they are expected to wear it when travelling for sport. Students will not be penalised or disadvantaged if they do not purchase our optional Centurions apparel.

**Please note:** teamwear such as Volleyball playing shirts and Rugby League jerseys will be ordered separately by the school as per our current process.

There are two ordering windows each year: term 1 and term 4 (weeks 1-5). Delivery of all apparel is estimated for 6-10 weeks. We encourage you to order in term 4 if possible as you will have your orders for the start of the new school year. All orders are delivered to Gympie SHS, this is to reduce costs to you. Once delivered, students are notified via student notices and parades to collect their ordered apparel.

Please see snippets attached to aid you in locating our online store. The URL address to visit is:

**https://gshs.struddysonline.com.au/**




**Fees:** All travel and excursion fees will be on a user pays basis. For day sporting trips, the travel cost will be $20-$30 per student, pending the destination. Exact fees will be communicated by the relevant staff. Overnight excursion costs will vary but will be communicated by the relevant staff in advance.
Please note: any student who is not up to date with their required school fees or does not have a payment scheme established, will not be permitted to attend sporting excursions that require a fee. Families can establish payment accounts with the school finance department to pay off fees progressively and this will not impact on students attending excursions. If you would like to explore this option, please contact our school administration.

## TYPES OF SUBJECTS

**Senior subjects are grouped into three categories:**

1. Applied - a subject whose primary pathway is work and vocational education; it emphasises applied learning and community connections; a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from applied syllabuses contribute to the QCE; results may contribute to ATAR calculations.
2. General - a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from General syllabuses contribute to the QCE; General subjects have an external assessment component; results may contribute to ATAR calculations.
3. Additional Learning Options - the flexibility of the Queensland Certificate of Education allows students to embrace a number of different pathways to education and training while still attending school. For example, students can:

- undertake a school-based traineeship or apprenticeship
- undertake a Certificate or Diploma level course offered at school
- attend TAFE to begin or complete a Certificate I – IV or Diploma course
- enrol in subjects at university.

**Additional Learning Options explained:**

**What Is VET?**

At Gympie State High School students in Years 10, 11 and 12 have access to a number of nationally recognised vocational education and training (VET) qualifications.

VET provides pathways for all students, particularly those seeking further education and training, and those seeking employment-specific skills.

**The benefits VET offers to students include:**

- Development of work-related skills that enhance employability
- Access to learning opportunities beyond the traditional curriculum, including work-based learning
- Competency-based assessment that meets industry standards
- Pathways to further training, education and tertiary learning.

**Gympie State high School offers VET pathways for students through:**

- The school as a registered training organisation ***(RTO No. 30067)***
- Partnerships with external providers who are RTOs
- School-based apprenticeships and traineeships

**Learning Partnerships Programs**

- links to QCIA certificate statements
- Can be combined with General, Applied or VET subjects
- Individually tailored program for QCIA certificate if eligible.

## 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.

## QCAA SENIOR SYLLABUSES

<table>
<tr><td></td><td colspan="3">Agriculture & Aquatics</td><td></td></tr>
<tr><td></td><td colspan="3">General<br>Agricultural Science<br><br>Applied<br>Aquatic Practices<br>Agricultural Practices</td><td></td></tr>
<tr><td>English</td><td>Health and Physical Education</td><td>Home Economics</td><td>Humanities</td></tr>
<tr><td>General<br>English<br>Literature<br>Applied<br>Essential English</td><td>General<br>Physical Education<br>Applied<br>Sport & Recreation</td><td>Applied<br>Early Childhood Studies<br>Hospitality Practices</td><td>General<br>Ancient History<br>Geography<br>Legal Studies<br>Modern History</td></tr>
<tr><td>Languages</td><td colspan="2">Learning Partnerships Program (LPP)</td><td>Mathematics</td></tr>
<tr><td>General<br>Japanese</td><td colspan="2">QCIA Pathway<br>Alternative Program – Café<br>Practical English<br>Practical Mathematics<br>Workplace Practices</td><td>General<br>General Mathematics<br>Mathematical Methods<br>Specialist Mathematics<br>Applied<br>Essential Mathematics</td></tr>
<tr><td>Science</td><td colspan="2">Technologies</td><td>The Arts</td></tr>
<tr><td>General<br>Biology<br>Chemistry<br>Physics<br>Food & Nutrition<br>Applied<br>Science in Practice</td><td>Senior Business<br>Applied<br>Tourism<br>Business Studies</td><td>Digital Technology<br>Applied<br>Information and Communication Technology (ICT)</td><td>Design Technologies<br>Applied<br>Industrial Technology Skills</td><td>General<br>Film, Television and New Media<br>Music<br>Visual Art<br>Applied<br>Arts in Practice<br>Music in Practice<br>Visual Arts in Practice</td></tr>
</table>

***All information contained is accurate at the time of publication but subject to change.***

## SUBJECT RECOMMENDATIONS – YEAR 11

When choosing your senior subjects, please note the achievement levels you require in Year 10, in order to move into Year 11 Subjects of your choice. Students who do not meet the recommendations as outlined below will not be eligible to study the selected subject in Years 11 and 12.

## SENIOR COURSE READINESS CRITERIA and PREREQUISITES

When making choices for Year 10, we apply a readiness criterion. These readiness criteria are aligned to the prerequisites for Year 11 and 12 and should be used to plan senior pathways. The readiness criteria are designed to support students to use evidence of their learning when making decisions about Year 10 courses. Students will have opportunity in Semester 1 of Year 10 to demonstrate they can achieve the Year 11 and 12 course prerequisites.
When planning your senior pathway, be aware that Gympie State High School applies prerequisites to Year 11 subjects. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful. Note that students should demonstrate at least a C standard in English to undertake any General course in Year 11, to ensure success.

| Learning Area | Senior Course | General/ Applied/ Additional Learning Option | Prerequisite–applied when confirming course selection at SET Plan, Semester 1 |
|---|---|---|---|
| Agriculture and Aquatic Practices | Agricultural Science | General | C in a Science subject (preferably from AG Science), English and Mathematics. |
| | Aquatic Practices | Applied | Satisfactory completion of swimming assessment is mandatory |
| | Agricultural Practices | Applied | Satisfactory effort and behaviour and preferably a C in Year 10 Agricultural Practices |
| English | English | General | C in Year 10 English |
| | Literature | General | C in Year 10 English |
| | Essential English | Applied | Completion of Year 10 English or Essential English |
| Health and Physical Education | | | |
| | Early Childhood Studies | Applied | nil |
| | Hospitality Practices | Applied | C in English |
| | Physical Education | General | B in Year 10 Health and Physical Education (Physical Education focus) and English. |
| | Sport & Recreation | Applied | Preferred – C in year 10 Health & Physical Education (Sport & Recreation focus) |

| | | | |
|---|---|---|---|
| Health & Physical Education | Certificate III Fitness | Additional Learning Option | C in Year 10 Health & Physical Education (Physical Education focus) and English. |
| Humanities | Ancient History | General | C in Year 10 Humanities and / or English |
| | Geography | General | C in Year 10 Humanities and / or English |
| | Legal Studies | General | C in Year 10 Humanities and / or English |
| | Modern History | General | C in Year 10 Humanities and / or English |
| | Japanese | General | C in Year 10 Japanese |
| Mathematics | General Mathematics | General | Classes will be determined by Year 10 results |
| | Mathematical Methods | General | Classes will be determined by Year 10 results |
| | Specialist Mathematics | General | Classes will be determined by Year 10 results |
| | Essential Mathematics | Applied | Classes will be determined by Year 10 results |
| Science | Biology | General | C in Year 10 Biology, General Mathematics and General English |
| | Chemistry | General | C in Year 10 Chemistry, English and Mathematics |
| | Physics | General | C in Year 10 Physics, General Mathematics and General English |
| | Food and Nutrition | General | C in English |
| | Science in Practice | Applied | C in Essential English and Essential Mathematics |

| Learning Area | Senior Course | General/ Applied/ Additional Learning Option | Prerequisite–applied when confirming course selection at SET Plan, Semester 1 |
|---|---|---|---|
| Technologies<br>Business Studies<br>Tourism | Business Studies | Applied | C in Year 10 English |
| | Diploma of Business | Additional Learning Option | C in Year 10 English |
| | Information and Communication Technology (ICT) | Applied | C in English |
| | Industrial Technology Skills | Applied | Minimum C in Industrial Technology and Design subject in Year 9 or 10 |
| | Tourism | Applied | C in Year 10 English |
| The Arts | Film, Television and New Media | General | C in English and any other studied Arts subject |
| | Music | General | C in Year 10 Music and English |
| | Music in Practice | Applied | Minimum C in Music |
| | Visual Art | General | C in Year 10 Visual Art and English |
| | Visual Arts in Practice | Applied | C in Year 10 Art |
| | Arts in Practice | Applied | C in Year 10 Art |

***All information contained is accurate of at the time of publication but subject to change.***

## USEFUL INTERNET SITES

| | |
|---|---|
| Queensland Curriculum and Assessment Authority | www.qcaa.qld.edu.au |
| Job guide | www.jobguide.dest.gov.au |
| QTAC – Queensland Tertiary Admissions Centre | www.qtac.edu.au |
| TAFE Queensland | http://www.tafe.qld.gov.au/ |
| About Queensland Universities | www.aqu.qld.edu.au |

## SHORT COURSES

### Course overview

Short Courses are one-unit courses of study. A Short Course includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.
Short Courses are available in:

- Literacy
- Numeracy

### Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment.
The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

# FACULTY: AGRICULTURE and AQUATICS

## Agricultural Practices - AGP

Applied senior subject

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings.
Students build knowledge and skills about Agricultural and Horticultural studies. Safety and management practices are embedded across both areas of study.
Students build knowledge and skills in working safely, effectively and efficiently in practical agricultural situations. They develop skills to work effectively as individuals and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time.
Cost of the course is $50 for Year 11 and $60 for Year 12.

### Duplication of Learning

The Duplication of Learning as set by the Queensland Curriculum and Assessment Authority (QCAA) impacts students who choose to study both Certificate II in Rural Operations and Agricultural Practices in Year 11 and 12.

Applied Subjects (Agricultural Practices) and Certificate II level VET qualifications (Rural Operations) that have similar subject matter and learning goals (as determined by the QCAA) are considered duplication of learning.

Students may enrol in any Applied subject (e.g., Agricultural Practices) and/or VET qualification (e.g., Rural Operations Certificate II); however, students will not accrue QCE credit points for both subjects where duplication of learning is identified. Students who successfully complete both courses will only accrue four QCE credit points.

### Pathways

A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows.

### Objectives

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

- Give an account of agricultural ideas and phenomena and the skills and processes used to complete an agricultural task. They express information in a variety of modes using agricultural language, representations and genre conventions.
- Demonstrate skills and processes to complete an agricultural task. They collect and collate information from primary and secondary sources. Students follow workplace health and safety procedures and ethical and environmental considerations
- Recognise a variety of forms of information produced from experiments and research, e.g., words, symbols, pictures, graphs. They identify the key features and components of information and apply processes to identify patterns, relationships, errors and limitations
- Draw conclusions from their analysis of information from experiments and research. They identify expectations and requirements in scenarios.
- Make judgments about conclusions and outcomes in terms of criteria such as efficiency, effectiveness, cost, safety, industry standards or social, ethical, cultural or environmental impacts. They make recommendations about future investigations and projects.
- Make decisions about methodologies, sources and processes to reach conclusions and achieve outcomes. They ensure that workplace health and safety and ethical and environmental considerations are incorporated into planning.

### Structure

The Agricultural Practices course is designed around four selected units that are delivered alongside the operation of the GSHS school farm enterprises:

| Year 11 - Unit 1 | Year 11 - Unit 2 | Year 12 - Unit 3 | Year 12 - Unit 4 |
|---|---|---|---|
| **Plant Industries** | **Land-based animal production** | **Land-based plant production** | **Plant Agribusiness** |

## Assessment

For Agricultural Practices, each Unit pair is used to determine a result. Each Unit must contain an Applied Investigation and a Practical Project.

| Applied Investigation | Practical Project |
|---|---|
| Students investigate a research question by collecting, analysing and interpreting primary or secondary information. | Students use practical skills to complete a project in response to a scenario |
| One of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media<br>• Written: up to 1000 words | Two components:<br>• A completed project consisting of a product or practical performance (up to 4 minutes)<br>• Documented process (multimodal) up to 5 minutes, 8 A4 pages, or equivalent digital media |

# FACULTY: AGRICULTURE and AQUATICS

## Agricultural Science - AGS

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. Cost of the course is $20.

### 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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Agricultural systems**<br>• Agricultural enterprises A<br>• Animal production A<br>• Plant production A | **Resources**<br>• Management of renewable resources<br>• Physical resource management<br>• Agricultural management, research and innovation | **Agricultural production**<br>• Animal production B<br>• Plant production B<br>• Agricultural enterprises B | **Agricultural management**<br>• Enterprise management<br>• Evaluation of an agricultural enterprise's sustainability |

### Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Data test | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment | 20% | | |
| Summative external assessment (EA): 50%<br>• Examination | | | |

# FACULTY: AGRICULTURE and AQUATICS

## Aquatic Practices - AQP

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. The cost for this course is $220 for Year 11 and $220 for Year 12.

### 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 ideas and phenomena in aquatic contexts
- Execute procedures in aquatic contexts
- Analyse information in aquatic contexts
- Interpret information in aquatic contexts
- Evaluate procedures, conclusions and outcomes in aquatic contexts
- Plan investigation and projects 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.

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

## Assessment

For Aquatic Practices, each Unit pair is used to determine a result. Each Unit must contain an Applied Investigation and a Practical Project.

| Applied Investigation | Practical Project |
|---|---|
| Students investigate a research question by collecting, analysing and interpreting primary or secondary information. | Students use practical skills to complete a project in response to a scenario |
| One of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media<br>• Written: up to 1000 words | Two components:<br>• A completed project consisting of a product or practical performance (up to 4 minutes)<br>• Documented process (multimodal) up to 5 minutes, 8 A4 pages, or equivalent digital media |

# FACULTY: ENGLISH

## English - ENG

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

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

### Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

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

# FACULTY: ENGLISH

## Literature - LIT

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Introduction to literary studies**<br>• Ways literary texts are received and responded to<br>• How textual choices affect readers<br>• Creating analytical and imaginative texts | **Texts and culture**<br>• Ways literary texts connect with each other — genre, concepts and contexts<br>• Ways literary texts connect with each other — style and structure<br>• Creating analytical and imaginative texts | **Literature and identity**<br>• Relationship between language, culture and identity in literary texts<br>• Power of language to represent ideas, events and people<br>• Creating analytical and imaginative texts | **Independent explorations**<br>• Dynamic nature of literary interpretation<br>• Close examination of style, structure and subject matter<br>• Creating analytical and imaginative texts |

### Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Examination — analytical written response | 25% | Summative internal assessment 3 (IA3):<br>• Extended response — imaginative written response | 25% |
| Summative internal assessment 2 (IA2):<br>• Extended response — imaginative spoken/multimodal response | 25% | Summative external assessment (EA):<br>• Examination — analytical written response | 25% |

# FACULTY: ENGLISH

## Essential English - ENE

Applied senior subject

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. 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 every-day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language 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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Language that works**<br>• Responding to a variety of texts used in and developed for a work context<br>• Creating multimodal and written texts | **Texts and human experiences**<br>• Responding to reflective and nonfiction texts that explore human experiences<br>• Creating spoken and written texts | **Language that influences**<br>• Creating and shaping perspectives on community, local and global issues in texts<br>• Responding to texts that seek to influence audiences | **Representations and popular culture texts**<br>• Responding to popular culture texts<br>• Creating representations of Australian identifies, places, events and concepts |

### Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. 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

| Unit 3 | Unit 4 |
|---|---|
| Summative internal assessment 1 (IA1):<br>• Extended response — spoken/signed response | Summative internal assessment 3 (IA3):<br>• Extended response — Multimodal response |
| Summative internal assessment 2 (IA2):<br>• Common internal assessment (CIA) – Examination: written response | Summative internal assessment (IA4):<br>• Extended response — Written response |

# FACULTY – HEALTH and PHYSICAL EDUCATION

## Early Childhood Studies - ECS

Applied senior subject

Early Childhood Studies focuses on learning about children aged from birth to five years.
Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.
The cost for this course is $75.

### Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher aides or assistants in a range of early childhood contexts.

### Objectives

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

- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning.
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes
- plan and justify play-based learning activities responsive to children's needs
- evaluate play-based learning activities in response to children's needs
- evaluate contexts in early childhood learning.

### Structure

The Early Childhood Studies course is designed around core topics embedded in at least four elective topics.

| Core topics | Elective topics |
|---|---|
| • Fundamentals of early childhood<br>• Practices in early childhood | • Play and creativity<br>• Literacy and numeracy skills<br>• Being in a safe place<br>• Health and physical wellbeing<br>• Indoor and outdoor learning environments |

### Assessment

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

- two projects
- two other assessments

| Project | Investigation | Extended response | Examination |
|---|---|---|---|
| A response to a single task, situation and/or scenario. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that answers a number of provided questions, scenarios and/or problems. |
| At least two different components from the following:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal: 3–6 minutes<br>• performance: continuous class time<br>• product: continuous class time. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | • 60–90 minutes<br>• 50–250 words per item |

# FACULTY- HEALTH and PHYSICAL EDUCATION

## Hospitality Practices - HPJ

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. The cost for this course is $100.

### 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.

| Core topics | Elective topics |
|---|---|
| • Navigating the hospitality industry<br>• Working effectively with others<br>• Hospitality in practice | • Kitchen operations<br>• Beverage operations and service<br>• Food and beverage service |

### Assessment

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

- at least two projects
- at least one investigation or an extended response.

| Project | Investigation | Extended response | Examination |
|---|---|---|---|
| A response to a single task, situation and/or scenario. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that answers a number of provided questions, scenarios and/or problems. |
| A project consists of a product and performance component and one other component from the following:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal: 3–6 minutes<br>• product and performance: continuous class time | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | • 60–90 minutes<br>• 50–250 words per item |

# FACULTY: HEALTH and PHYSICAL EDUCATION

## Physical Education - PED

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. Cost for this course is $15.

### 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

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

### Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Project — folio | 25% | Summative internal assessment 3 (IA3):<br>• Project — folio | 30% |
| Summative internal assessment 2 (IA2):<br>• Investigation — report | 20% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

# FACULTY: HEALTH and PHYSICAL EDUCATION

## Sport & Recreation - REC

Applied senior subject

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.
Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in Sport & Recreation, and how physical skills can enhance participation and performance in Sport & Recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in Sport & Recreation activities. They examine technology in Sport & Recreation activities, and how the Sport & Recreation industry contributes to individual and community outcomes.
Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through Sport & Recreation activities.
They examine the effects of Sport & Recreation on individuals and communities, investigate the role of Sport & Recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals. Cost for this course is $25.

### Pathways

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

### Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in Sport & Recreation activities
- describe concepts and ideas about Sport & Recreation using terminology and examples
- explain procedures and strategies in, about and through Sport & Recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group Sport & Recreation activities
- manage individual and group Sport & Recreation activities
- apply strategies in Sport & Recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in Sport & Recreation activities
- evaluate the effects of Sport & Recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in Sport & Recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

### Structure

The Sport & Recreation course is designed around core and elective topics.

| Core topics | Elective topics |
|---|---|
| • Sport & Recreation in the community<br>• Sport, recreation and healthy living<br>• Health and safety in Sport & Recreation activities<br>• Personal and interpersonal skills in Sport & Recreation activities | • Active play and minor games<br>• Challenge and adventure activities<br>• Games and sports<br>• Lifelong physical activities<br>• Rhythmic and expressive movement activities<br>• Sport & Recreation physical activities |

### Assessment

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

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

| Project | Investigation | Extended response | Performance | Examination |
|---|---|---|---|---|
| A response to a single task, situation and/or scenario. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent. | A response that answers a number of provided questions, scenarios and/or problems. |
| At least two different components from the following:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal: 3–6 minutes<br>• performance: 2–4 minutes* | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | • 2–4 minutes* | • 60–90 minutes<br>• 50–250 words per item |

* Evidence must include annotated records that clearly identify the application of standards to performance.

# FACULTY: HUMANITIES and LANGUAGES

## Ancient History - AHS

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.
Cost for this course is $10.

### 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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Investigating the ancient world**<br>• Digging up the past<br>• Ancient societies — Beliefs, rituals and funerary practices. | **Personalities in their time**<br>• Hatshepsut<br>• Boudicca | **Reconstructing the ancient world**<br>• The Bronze Age Aegean<br>• Fifth Century Athens (BCE) | **People, power and authority**<br>• Ancient Rome — Civil War and the breakdown of the Republic<br>• Augustus |

### Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Examination — essay in response to historical sources | 25% | Summative internal assessment 3 (IA3):<br>• Investigation — historical essay based on research | 25% |
| Summative internal assessment 2 (IA2):<br>• Independent source investigation | 25% | Summative external assessment (EA):<br>• Examination — short responses to historical sources | 25% |

**This subject is offered as Alternate Sequence which may impact order of units in the course.**

## Geography - GEG

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Responding to risk and vulnerability in hazard zones**<br>• Natural hazard zones<br>• Ecological hazard zones | **Planning sustainable places**<br>• Responding to challenges facing a place in Australia<br>• Managing the challenges facing a megacity | **Responding to land cover transformations**<br>• Land cover transformations and climate change<br>• Responding to local land cover transformations | **Managing population change**<br>• Population challenges in Australia<br>• Global population change |

### Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Examination — combination response | 25% | Summative internal assessment 3 (IA3):<br>• Investigation — data report | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation — field report | 25% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

**This subject is offered as Alternate Sequence which may impact order of units in the course.**

## Legal Studies - LEG

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 develop 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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Beyond reasonable doubt**<br>• Legal foundations<br>• Criminal investigation process<br>• Criminal trial process<br>• Punishment and sentencing | **Balance of probabilities**<br>• Civil law foundations<br>• Contractual obligations<br>• Negligence and the duty of care | **Law, governance and change**<br>• Governance in Australia<br>• Law reform within a dynamic society | **Human rights in legal contexts**<br>• Human rights<br>• The effectiveness of international law<br>• Human rights in Australian contexts |

### Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Examination — combination response | 25% | Summative internal assessment 3 (IA3):<br>• Investigation — argumentative essay | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation — inquiry report | 25% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

## Modern History - MHS

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, 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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Ideas in the modern world**<br>• French Revolution, 1789-1799 | **Movements in the modern world**<br>• Australian Indigenous rights movement since 1967 | **National experiences in the modern world**<br>• Soviet Union, 1920s - 1945 | **International experiences in the modern world**<br>• Genocides and ethnic cleansings since the 1930s |
| • Age of Imperialism, 1848-1914 | • Women's movement since 1893 | • Indonesia, 1942-1975 | • Australian Engagement with Asia since 1945 |

### Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Examination — essay in response to historical sources | 25% | Summative internal assessment 3 (IA3):<br>• Investigation — historical essay based on research | 25% |
| Summative internal assessment 2 (IA2):<br>• Independent source investigation | 25% | Summative external assessment (EA):<br>• Examination — short responses to historical sources | 25% |

**This subject is offered as Alternate Sequence which may impact order of units in the course.**

## FACULTY: HUMANITIES - LANGUAGE

# Japanese - JAP

General senior subject

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

### Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **私のくらし**<br>**My world**<br>• Family/carers and friends<br>• Lifestyle and leisure<br>• Education | **私達のまわり**<br>**Exploring our world**<br>• Travel<br>• Technology and media<br>• The contribution of Japanese culture to the world | **私達の社会**<br>**Our society**<br>• Roles and relationships<br>• Socialising and connecting with my peers<br>• Groups in society | **私の将来**<br>**My future**<br>• Finishing secondary school, plans and reflections<br>• Responsibilities and moving on |

### Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Examination — short response | 15% | Summative internal assessment 3 (IA3):<br>• Extended response | 30% |
| Summative internal assessment 2 (IA2):<br>• Examination — combination response | 30% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

## LEARNING PARTNERSHIPS PROGRAM (LPP)

The Learning Partnership Program offers senior students a program that upholds the principles of inclusive education, guided by Queensland Education's Inclusive Education Policy and the *Disability Discrimination Act 1992.* Our aim is to provide high-quality support to senior students with disabilities, ensuring their holistic development and successful integration into the workforce and wider community.

Building upon the foundations laid during the Junior Phase of Learning, our Senior Program emphasises social, emotional, and practical support to empower students as independent thinkers, communicators, and problem solvers. We recognise the diverse needs of our students, encompassing a range of health-related conditions, learning difficulties, and disabilities that require significant educational adjustments over an extended period.

To meet these needs effectively, we employ differentiated teaching practices and provide tailored adjustments or support as necessary. Each student receives personalised attention, with those requiring substantial or extensive adjustments being allocated a dedicated Case Manager to oversee their educational journey.

Collaboration is key in our approach to subject and program selection, involving input from class teachers, school staff, parents, and students themselves. We offer a diverse range of alternative programs tailored to senior students, including options like the Certificate I in Horticulture, Work Place Practices, and Wegner's Café initiatives.

Our Senior Program is committed to fostering a supportive and inclusive learning environment where every student can thrive and reach their full potential.

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the achievements of students whose learning is part of an individual learning program during senior secondary schooling. The QCIA is an official record for students who have completed at least 12 years of education; it provides students with a summary of knowledge and skills demonstrated. The QCIA records educational achievement in two ways — the Statement of Achievement and Statement of Participation. These are useful to present to service providers, training providers and employers.

## QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

To be awarded a QCIA, students must have a history of learning difficulty or a diagnosed disability. Achievements are recognised in positive statements under the following organisers; Communication and Technology, Cultural, Community and Environment, Personal Living Dimensions, Vocational Development, and Recreation and Leisure. To be eligible for a QCIA, students must be enrolled in a maximum of three core subjects (General, Applied or VET subjects), with the remainder of the program comprising of modified subjects from the Learning Partnership Program.

## LEARNING PARTNERSHIPS PROGRAM (LPP)

### Alternative Program – Wegner's Café Program - WCP

Applied senior subject

**Who should study this subject?**

Students who have been enrolled in Learning Partnerships Program in the Junior School or do not meet the standard literacy and numeracy required for the QCE. Students who have an interest in the hospitality and cooking industry should consider taking part in this subject.

**How will you be assessed?**

Students will be assessed on practical evidence of work ethic, responsibility, team-work, hygiene, safety and responsibility. A folio of evidence including completed tasks, PowerPoint presentations, practical demonstrations and written assignments will form part of the overall assessment.

**What do your contributions cover?**

Costs for this course cover use of equipment, protective items, some stationery supplies and ongoing cooking demonstrations.

**Other Information**

The Hospitality Industry accounts for a large proportion of the local work-force and students given the opportunity to learn in this environment may continue with further study or employment. Otherwise, the everyday living skills gained in this context will be valuable for independent living in the future.

## Practical English - PRE

QCIA Pathway (Queensland Certificate of Individual Achievement)

**Who should study this subject?**

Students who do not meet the standard literacy and numeracy required for the QCE, who have received substantial or extensive support throughout their schooling and are on a QCIA pathway should enrol in this subject.

**What will you learn?**

Students who have been enrolled in Junior Practical English classes, may be enrolled in this practical subject after discussions with teachers, HOSES and parents. The focus is on decoding, comprehension, reading, writing and developing language skills for everyday living.

This subject will contribute towards a QCIA, Queensland Certificate of Individual Achievement.

**How will you be assessed?**

Students will be assessed at their level of literacy and will study a variety of skills such as: reading and following written instructions, making enquiries, phone messaging, navigating websites, making applications, speaking in a group, writing short responses and sequences. This will form a folio for assessment.

**Other Information:**

Employers expect their employees to be able to communicate by speaking and writing and be able to listen to or read directions.

## Practical Mathematics - PMA

QCIA Pathway (Queensland Certificate of Individual Achievement)

**Who should study this subject?**

Students who do not meet the standard literacy and numeracy required for the QCE, who have received substantial or extensive support throughout their schooling and are on a QCIA pathway should enrol in this subject.

**What will you learn?**

This subject is for students on a QCIA pathway. The focus is on basic mathematical skills to improve confidence in using number, measurement and money in everyday life. Every opportunity to engage learning with the use of concrete examples and visuals is explored.

**How will you be assessed?**

Students will be assessed at their own numeracy level using a series of graded tests and practical assignments. Some of these will be on-line.

**Other Information:**

A basic knowledge of Mathematics is required for everyday living experiences such as cooking, making items from patterns, measurements for painting or tiling, grocery shopping, spending, saving and budgeting, car maintenance and calculating distances and times, to name just a few!

## WORKPLACE PRACTICES QCIA PATHWAY (Queensland Certificate of Individual Achievement)

**Who should study this subject?**

Students who do not meet the standard literacy and numeracy required for the QCE and are considering a QCIA pathway should consider taking part in this subject.

**What will you learn?**

Students who are preparing for work will be given work experience opportunities which may lead to school-based traineeships or employment. Students will learn how to prepare for work experience or work placements, how to write resumes and speak clearly with confidence, attend job expos and learn how and where to look for employment. Eligible students will also be introduced to Job agencies who mentor individuals who have learning difficulties in work readiness skills. Students also gain knowledge of their rights and responsibilities in the workplace.

**How will you be assessed?** Students will be assessed on a variety of work-based topics through spoken, written and practical assessments.

**Other Information:** The related virtues of punctuality, presentation, communication, team work, perseverance and responsibility will support every student to be successful in gaining employment. The training and skills developed in this subject will enable each student to gain basic work competency.

# FACULTY: MATHEMATICS

## General Mathematics - MAG

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Money, measurement and relations**<br>• Consumer arithmetic<br>• Shape and measurement<br>• Linear equations and their graphs | **Applied trigonometry, algebra, matrices and univariate data**<br>• Applications of trigonometry<br>• Algebra and matrices<br>• Univariate data analysis | **Bivariate data, sequences and change, and Earth geometry**<br>• Bivariate data analysis<br>• Time series analysis<br>• Growth and decay in sequences<br>• Earth geometry and time zones | **Investing and networking**<br>• Loans, investments and annuities<br>• Graphs and networks<br>• Networks and decision mathematics |

### Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

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

# FACULTY: MATHEMATICS

## Mathematical Methods - MAM

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Algebra, statistics and functions**<br>• Arithmetic and geometric sequences and series 1<br>• Functions and graphs<br>• Counting and probability<br>• Exponential functions 1<br>• Arithmetic and geometric sequences | **Calculus and further functions**<br>• Exponential functions 2<br>• The logarithmic function 1<br>• Trigonometric functions 1<br>• Introduction to differential calculus<br>• Further differentiation and applications 1<br>• Discrete random variables 1 | **Further calculus**<br>• The logarithmic function 2<br>• Further differentiation and applications 2<br>• Integrals | **Further functions and statistics**<br>• Further differentiation and applications 3<br>• Trigonometric functions 2<br>• Discrete random variables 2<br>• Continuous random variables and the normal distribution<br>• Interval estimates for proportions |

### Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

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

# FACULTY: MATHEMATICS

## Specialist Mathematics - MAS

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.

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

### Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

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

# FACULTY: MATHEMATICS

## Essential Mathematics - MAE

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Number, data and graphs**<br>• Fundamental topic: Calculations<br>• Number<br>• Representing data<br>• Graphs | **Money, travel and data**<br>• Fundamental topic: Calculations<br>• Managing money<br>• Time and motion<br>• Data collection | **Measurement, scales and data**<br>• Fundamental topic: Calculations<br>• Measurement<br>• Scales, plans and models<br>• Summarising and comparing data | **Graphs, chance and loans**<br>• Fundamental topic: Calculations<br>• Bivariate graphs<br>• Probability and relative frequencies<br>• Loans and compound interest |

### Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. 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

| Unit 3 | Unit 4 |
|---|---|
| Summative internal assessment 1 (IA1):<br>• Problem-solving and modelling task | Summative internal assessment 3 (IA3):<br>• Problem-solving and modelling task |
| Summative internal assessment 2 (IA2):<br>• Common internal assessment (CIA) | Summative internal assessment (IA4):<br>• Examination |

# FACULTY: SCIENCE

## Biology - BIO

General senior subject

Biology provides opportunities for students to engage with living systems.
Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. 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. Cost of the course is $20.

### 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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Cells and multicellular organisms**<br>• Cells as the basis of life<br>• Multicellular organisms | **Maintaining the internal environment**<br>• Homeostasis<br>• Infectious diseases | **Biodiversity and the interconnectedness of life**<br>• Describing biodiversity<br>• Ecosystem dynamics | **Heredity and continuity of life**<br>• DNA, genes and the continuity of life<br>• Continuity of life on Earth |

### Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

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

## FACULTY: SCIENCE

# Chemistry - CHM

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. Cost of the course is $20.

## 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
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

## Structure

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

## Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## Summative assessments

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Data test | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment | 20% | | |
| Summative external assessment (EA): 50%<br>• Examination | | | |

# FACULTY: SCIENCE

## Physics - PHY

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. Cost of the course is $20.

### 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.

### Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Thermal, nuclear and electrical physics**<br>• Heating processes<br>• Ionising radiation and nuclear reactions<br>• Electrical circuits | **Linear motion and waves**<br>• Linear motion and force<br>• Waves | **Gravity and electromagnetism**<br>• Gravity and motion<br>• Electromagnetism | **Revolutions in modern physics**<br>• Special relativity<br>• Quantum theory<br>• The Standard Model |

### Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

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

# FACULTY – SCIENCE

## Food & Nutrition - FNU

General senior subject

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.
Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development.
Students actively engage in a Food & Nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.
The cost for this course is $20.

### Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

### Objectives

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

- recognise and describe Food & Nutrition facts and principles
- explain Food & Nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

### Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Food science of vitamins, minerals and protein**<br>• Introduction to the food system<br>• Vitamins and minerals<br>• Protein<br>• Developing food solutions | **Food drivers and emerging trends**<br>• Consumer food drivers<br>• Sensory profiling<br>• Labelling and food safety<br>• Food formulation for consumer markets | **Food science of carbohydrate and fat**<br>• The food system<br>• Carbohydrate<br>• Fat<br>• Developing food solutions | **Food solution development for nutrition consumer markets**<br>• Formulation and reformulation for nutrition consumer markets<br>• Food development process |

### Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Examination | 20% | Summative internal assessment 3 (IA3):<br>• Project — folio | 30% |
| Summative internal assessment 2 (IA2):<br>• Project — folio | 25% | Summative external assessment (EA):<br>• Examination | 25% |

# FACULTY – SCIENCE

## Science in Practice - SCP

Applied senior subject

Unit 1 – Topic E (Sustainability)
Unit 2 – Topic C (Forensics)
Unit 3 – Topic A (Consumer Science)
Unit 4 – Topic D (Disease)

### Pathways

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g., animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

### Objectives

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

- describe and explain scientific concepts
- apply understanding of scientific concepts
- analyse evidence
- interpret evidence
- evaluate procedures and draw conclusions
- communicate understandings, findings, arguments and conclusions.

### Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Sustainability**<br>• Practicals and theory based on the four dimensions of sustainability (social, environmental, economic and policitical), generation of electrical energy and circuits, types of energy sources | **Forensic Science**<br>• Practicals and theory based on forensic science techniques including evidence collection, DNA profiling, types of trace evidence (ballistics, fibre, hair and fingerprint analysis) | **Consumer Science**<br>• Practicals and theory based on uses and application of microbiology in food | **Disease**<br>• Practicals and theory based on why there is an increase in people being diagnosed with transmittable and non-transmittable disease, disease identification, diagnosis and management. |

### Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. In Units 3 and 4 students complete four summative assessments. Students will receive an overall subject result (A–E) based on four summative assessment tasks, which are completed during class time.

### Summative assessments

| Unit 3 | Unit 4 |
|---|---|
| Assignment 1: Applied Investigation (A - E) | Assignment 3: Applied Investigation (A - E) |
| Assignment 2: Practical Project (A - E) | Assignment 4: Practical Project (A - E) |

# TECHNOLOGIES

## Business Studies - BSQ

Applied senior subject

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

Students develop their business knowledge and understanding through applying business practices in business contexts, such as retail, health services, entertainment, tourism, travel and mining. These situations and experiences provide students with opportunities to develop skills important in the workplace to successfully participate in future outcomes. Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices and solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business.

### Objectives

Students will have the opportunity to:

- Explain business concepts, processes and practices
- Examine business information
- Apply business information
- Apply business knowledge
- Communicate responses
- Evaluate projects

### Structure

Business Studies is a four-unit course of study.

Unit 1: Working in Finance

Unit 2: Working in Marketing

Unit 3: Working in Events

Unit 4: Entrepreneurship

### Assessment

The two assessment instruments implemented with each unit are:

### Summative assessments

| Project | Extended response |
|---|---|
| Students develop a business solution for a scenario. This is an individual task and consists of an Action Plan and Evaluation. | Students respond to stimulus related to a business scenario. This is an individual task. |
| Each response may be one of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media<br>• Spoken: up to 4 minutes, or signed equivalent<br>• Written: up to 600 words | Response may be one of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 8 A4 pages, or equivalent digital media<br>• Spoken: up to 7 minutes, or signed equivalent<br>• Written: up to 1000 words |

# TECHNOLOGIES

## Tourism - TOU

Applied senior subject

Tourism is one of the world's largest industries, and one of Australia's most important industries, contributing to gross domestic product. This subject enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

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

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

### Objectives

Students have the opportunity to:

- Explain tourism principles, concepts and practices
- Examine tourism data and information
- Apply tourism knowledge
- Communicate responses
- Evaluate projects

### Structure

Tourism is a four-unit course of study.

Unit 1: Tourism and travel

Unit 2: Tourism marketing

Unit 3: Tourism trends and patterns

Unit 4: Tourism industry and careers

### Assessment

Two assessment instruments must be implemented with each unit.

| Investigation | Project | Evaluation |
|---|---|---|
| Students investigate a tourist destination / a current marketing campaign / a tourism trend / the value of the tourism industry by collecting and examining information.<br><br>This is an individual task. | Students develop an information package / promotional product or guide for a tourism destination or product.<br><br>This is an individual task. | |
| One of the following responses is required:<br>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media.<br>• Spoken: up to 7 minutes, or signed equivalent.<br>• Written: up to 1000 words. | Response requirements :<br>Information package / promotion product or guide.<br>One of the following :<br>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, or signed equivalent<br>• Written : up to 500 words | One of the following :<br>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media<br>• Spoken: up to 3 minutes, or signed equivalent<br>• Written : up to 500 words |

# TECHNOLOGIES

## Information and Communication Technology - ICJ

Applied senior subject

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping 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.

### Objectives

Students will have the opportunity to:

- Demonstrate practices, skills and processes
- Interpret client briefs and technical information
- Select, sequence, evaluate and adapt practices and processes

### Structure

Information & Communication Technology is a four-unit course of study
Unit 1: Robotics
Unit 2: App development
Unit 3: Audio and video production
Unit 4: Digital imaging and modelling

### Assessment

The two assessment instruments implemented with each unit are:

| Product Proposal | Project |
|---|---|
| Students produce a low-fidelity prototype for a product proposal in response to a client brief and technical information. This is an individual task. | Students produce a high-fidelity prototype for a product proposal in response to a client brief and technical information. The product development process may be completed individually or in groups. Responses are assessed individually. |
| Multimodal (at least two modes delivered at the same time) response: up to 3 minutes, 6 A4 pages, or equivalent digital media. | Multimodal (at least two modes delivered at the same time) response: up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the functionality of the high-fidelity prototype. |

# TECHNOLOGIES

## Industrial Technology Skills - ISK

Applied senior subject

In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products.
Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.
Students learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand/power tools, machinery and equipment, communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other.

### Objectives

Students will have the opportunity to learn to:

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

### Structure

Industrial Technology Skills is a four-unit course of study. The selected units will be drawn from at least two industrial sectors below:

- Building & Construction Skills
- Engineering Skills
- Furnishing Skills
- Industrial Graphics Skills

### Assessment

Two assessment instruments must be implemented with each unit.

| Practical demonstration | Project |
|---|---|
| Students perform a practical demonstration when constructing/manufacturing a artefact, or of drafting, and reflect on industry practices, and production skills and procedures. | Students construct/manufacture a structure/product and document the process or students draft in response to a provided client brief and technical information. |

# FACULTY: THE ARTS

## Film, Television & New Media - FTM

General senior subject

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.
Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.
Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. The cost for this course is $30.

### Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

### Objectives

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

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems.

### Structure

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

### Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Case study investigation | 15% | Summative internal assessment 3 (IA3):<br>• Stylistic project | 35% |
| Summative internal assessment 2 (IA2):<br>• Multi-platform project | 25% | | |
| Summative external assessment (EA): 25%<br>• Examination — extended response | | | |

# FACULTY: THE ARTS

## Music - MUS

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Designs**<br>Through inquiry learning, the following is explored:<br><br>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition? | **Identities**<br>Through inquiry learning, the following is explored:<br><br>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? | **Innovations**<br>Through inquiry learning, the following is explored:<br><br>How do musicians incorporate innovative music practices to communicate meaning when performing and composing? | **Narratives**<br>Through inquiry learning, the following is explored:<br><br>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music? |

### Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):<br>• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):<br>• Integrated project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):<br>• Composition</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%<br>• Examination</td></tr>
</table>

## FACULTY: THE ARTS

### Music Extension – MUX (Musicology) Year 12 only

General senior subject

Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.
In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

Pathways

A course of study in Music Extension 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:

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- analyse music
- investigate music
- synthesise information.

Structure

| Unit 3 | Unit 4 |
|---|---|
| **Explore**<br>• Key idea 1: Initiate best practice<br>• Key idea 2: Consolidate best practice | **Emerge**<br>• Key idea 3: Independent best practice |

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).

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):<br>• Investigation 1</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):<br>• Musicology project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):<br>• Investigation 2</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%<br>• Examination — extended response</td></tr>
</table>

## Music Extension – MUX (Performance) Year 12 only

General senior subject

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.
In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

### Pathways

A course of study in Music Extension 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:

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply technical skills
- interpret music elements and concepts
- realise music ideas.

### Structure

| Unit 3 | Unit 4 |
|---|---|
| **Explore**<br>• Key idea 1: Initiate best practice<br>• Key idea 2: Consolidate best practice | **Emerge**<br>• Key idea 3: Independent best practice |

### 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).

### Summative assessments

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Investigation 1 | 20% | Summative internal assessment 3 (IA3):<br>• Performance project | 35% |
| Summative internal assessment 2 (IA2):<br>• Investigation 2 | 20% | | |
| Summative external assessment (EA): 25%<br>• Examination — extended response | | | |

# FACULTY: THE ARTS

## Visual Art - 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. The cost for this course is $25.

### 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, 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

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

### Assessment

In Units 1 and 2 students will be exposed to assessment techniques that prepare them for summative assessment tasks in units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

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

## Music in Practice - MUP

Applied Senior Subject

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.
Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.
Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

### Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

### Objectives

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

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others' music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.

### Structure

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

| Core | Elective |
|---|---|
| • Music Principles<br>• Music Practices | • Community Music<br>• Contemporary Music<br>• Live production and performance<br>• Music for film, TV and video games<br>• Music for advertising<br>• The music industry<br>• Music technology and production<br>• Performance craft<br>• Practical music skills<br>• Song writing<br>• World music |

### Assessment

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

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

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

## Visual Arts in Practice - VAP

Applied senior subject

Visual Arts in Practice embraces studies in and across the visual, performing and media arts — dance, drama, media arts, music and visual arts. The interdisciplinary nature of the arts is becoming a more prevalent characteristic of contemporary arts practice.

Students engage with two or more art forms to create an artwork. They explore the core of arts literacies and arts processes, apply techniques and processes, analyse and create artworks, and investigate artists' purposes and audience interpretations.

Students have the opportunity to engage with creative industries and arts professionals as they gain practical skills, use essential terminology and make choices to communicate ideas through their art-making.

The cost for this course is $35.

### Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in the creative arts and entertainment industries. Employment opportunities, with additional training and experience, may be found in areas such as arts management and promotions, arts advertising and marketing, theatre and concert performance, multimedia, video game and digital entertainment design, screen and media, and creative communications and design.

### Objectives

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

- identify and explain concepts and ideas related to arts literacies and arts processes
- interpret information about arts literacies and arts processes
- demonstrate arts literacies and processes in arts making
- organise and apply arts literacies and arts processes to achieve goals
- analyse artworks and arts processes
- use language conventions and features to convey information and meaning about art forms, works and processes
- generate arts ideas and plan arts processes
- implement arts processes to create communications and realise artworks
- evaluate artworks and processes.

### Structure

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

| Core | Elective |
|---|---|
| • Arts literacies<br>• Arts processes | • Drama<br>• Media Arts<br>• Music<br>• Visual Arts |

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

| Project | Product (Artwork) | Extended response | Investigation |
|---|---|---|---|
| A response to a single task, situation and/or scenario. | A technique that assesses a range of skills in the creation of an original product (artwork) that expresses a personal aesthetic. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. |
| The Project in Arts in Practice requires:<br>• a product (artwork) that demonstrates the significant contribution of at least two art forms<br>• at least one other component from the following:<br>– written<br>– spoken<br>– multimodal | Variable conditions. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal<br>– non-presentation: 10 A4 pages max (or equivalent)<br>– presentation: 4–7 minutes. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal<br>– non-presentation: 10 A4 pages max (or equivalent)<br>– presentation: 4–7 minutes. |

# FACULTY: THE ARTS

## Arts in Practice – AIP

Applied senior subject

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

In Arts in Practice, students embrace studies in and across the visual, performing and media arts — dance, drama, media arts, music, and visual arts. While these five disciplines reflect distinct bodies of knowledge and skills and involve different approaches and ways of working, they have close relationships and are often integrated in authentic, contemporary art-making that cannot be clearly categorised as a single arts form.

Students plan and make arts works for a range of purposes and contexts, and respond to the work created by themselves, their peers and industry professionals. When responding, students use analytical processes to identify problems and develop plans or designs for arts works. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of interdisciplinary arts practices to communicate artistic intention. They develop competency with and independent selection of art-making tools and features, synthesising ideas developed throughout the responding phase to create arts works. Arts works may be a performance, product, or combination of both.

Learning is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

### Pathways

A course of study in Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in the creative arts and entertainment industries. Employment opportunities, with additional training and experience, may be found in areas such as arts management and promotions, arts advertising and marketing, theatre and concert performance, multimedia, video game and digital entertainment design, screen and media, and creative communications and design.

### Objectives

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

- use arts practices
- plan arts works
- communicate ideas
- evaluate arts works.

### Structure

Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit.

| Unit option | Unit title |
|---|---|
| Unit option A | Issues |
| Unit option B | Celebration |
| Unit option C | Clients |
| Unit option D | Showcase |

## Assessment

Students complete two assessment tasks for each unit. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit. The assessment techniques used in Arts in Practice are:

| Technique | Description | Response requirements |
|---|---|---|
| Project | Students plan, make and evaluate an arts work to communicate the unit focus about a selected issue, celebration, event, opportunity or exploration. | **Arts work**<br>A product or performance using one of the following:<br>• 2D, 3D, digital (static): up to 4 resolved works<br>• Time-based, audio, moving image: up to 3 minutes<br>• Written: up to 800 words<br>• Composition: up to 4 minutes<br>• Choreography: up to 4 minutes<br>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media<br>**Planning and evaluation of arts work**<br>One of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media<br>• Written: up to 600 words<br>• Spoken: up to 4 minutes, or signed equivalent |
| Product or performance | Students make an arts work in response to the selected issue, celebration, event, opportunity explored in the project and communicate ideas about the unit focus. | **Arts work**<br>A product or performance using one of the following:<br>• 2D, 3D, digital (static): up to 4 resolved works<br>• Time-based, audio, moving image: up to 3 minutes<br>• Written: up to 800 words<br>• Composition: up to 4 minutes<br>• Choreography: up to 4 minutes<br>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |

# VOCATIONAL EDUCATION and TRAINING (VET)

## VOCATIONAL EDUCATION and TRAINING (VET)

**What Is VET?**

At Gympie State High School students in Years 10, 11 and 12 have access to a number of nationally recognised vocational education and training (VET) qualifications.

VET provides pathways for all students, particularly those seeking further education and training, and those seeking employment-specific skills.

**The benefits VET offers to students include:**

- Development of work-related skills that enhance employability
- Access to learning opportunities beyond the traditional curriculum, including work-based learning
- Competency-based assessment that meets industry standards
- Pathways to further training, education and tertiary learning.

**Gympie State high School offers VET pathways for students through:**

- The school as a registered training organisation ***(RTO No. 30067)***
- Partnerships with external providers who are RTOs
- School-based apprenticeships and traineeships

**Unique Student Identifier (USI)**

**If you are studying VET,** you will be required to have a Unique Student Identifier (USI).

You will be supplied with details on how to create your own USI and which staff in the school to give your number to for the school records and to ensure safe record keeping.

NB: If you do not supply provider with a correct USI number, you cannot be issued Certificates or Statements and therefore cannot bank QCE points for the VET qualification.

# SCHOOL BASED APPRENTICESHIPS and TRAINEESHIPS (SATs)

School-based apprenticeships and traineeships (SATs) allow high school students, in Years 10, 11 or 12, to work for an employer and train towards a recognised qualification, while completing their secondary schooling and studying for their Queensland Certificate of Education (QCE) and/or ATAR (Australian Tertiary Admission Rank).

SATs help young people go places, whether that's a full-time job, a trade career, university, TAFE or other training.

**Advantages of school-based apprenticeships and traineeships**

- **More flexibility and variety**
  The variety provided by SATs can have enormous benefits for young people who prefer hands-on learning to traditional schooling pathways.
- **Head start in a career**
  Young people employed as school-based apprentices and trainees develop workplace skills, knowledge and confidence and have a competitive edge when applying for jobs. A SAT can lead directly to full-time employment once a student has left school.
- **Nationally recognised qualification**
  All school-based apprentices and trainees participate in vocational training that contributes to a Certificate II, III or higher vocational qualification which can count towards the student's QCE.
- **An opportunity to learn and earn**
  School-based apprentices and trainees are paid while they learn workplace skills, gain confidence, and adapt to a work environment. It gives the student the opportunity to put skills learnt at school and the training organisation into practice in a real work environment.
- **Contributing to the community**
  Employers who take on school-based apprentices and trainees can make a real difference by motivating young people to work towards their future goals and giving them realistic exposure to the industry or sector.
- **Employer satisfaction**
  Employers and supervisors often experience a great deal of satisfaction during the process as they help individuals mould new skills and gain confidence in a work environment.

**How SATs work**

SATs combine study, work and training to provide students with a head start on their career. There are some eligibility requirements that are specific to school-based apprentices and trainees.
To commence a school-based apprenticeship or traineeship, the following must be met:

- The student must be either:
  - enrolled at, and attending, a registered government school or an accredited non-government school; or
  - registered with the Home Education Unit of the Department of Education as a home-schooled student; or
  - undertaking Year 11 or 12 studies at an Australian Technical/Trade College or TAFE institute (which is registered as a school - not all TAFE institutes are registered as schools).
- The student must be enrolled in Year 10, 11 or 12 and progressing towards the attainment of a Queensland Certificate of Education or equivalent and/or a vocational qualification.
- The school Principal, or authorised representative, must support and give approval for the SAT.
- The SAT must impact on the school's timetable, meaning some of the training and/or work must take place during school hours. The student, parent/guardian, employer, school and training organisation will negotiate a schedule showing the work and training aspects of the SAT.
- The employer, student and parent (if applicable and appropriate) must commit to the minimum paid work requirements.
- The consent of the parent or guardian (if applicable and appropriate) is required where the student is under the age of 18.

**Finishing school**

Whilst a school-based traineeship may be completed when the student is still an enrolled school student, it is unlikely a school-based apprenticeship could be completed. In signing up to a SAT, the parties agree to convert the training contract to full-time or part-time if the SAT has not been completed when the student leaves school.
For more in-depth information about school-based apprenticeships and traineeships:

- visit the Department of Employment, Small Business and Training School-based apprenticeships and traineeships website: https://desbt.qld.gov.au/training/apprentices/sats; or
- Contact our Industry Liaison Officer, Melinda Yarrow on 5489 8364 or myarr170@eq.edu.au

# OFF CAMPUS PROGRAMS

Students can access off-campus programs as part of their school studies by enrolling in a qualification with an external RTO - funded either by the department's VET investment budget (VETiS) or through fee-for-service arrangements i.e., where the student or parent pays for the qualification.

The following off-campus programs are being offered by registered training organisations in our local area, however, these courses may be subject to change.

| QUALIFICATION | TRAINING PROVIDER |
|---|---|
| ACM20121 – Certificate II in Animal Care | TAFE Queensland - Gympie Campus |
| AUR20720 — Certificate II in Automotive | TAFE Queensland - Gympie Campus |
| CHC22015 — Certificate II in Community Services | TAFE Queensland - Gympie Campus |
| UEE22020 – Certificate II in Electro-technology (Career Starter) | TAFE Queensland - Gympie Campus |
| MEM20413 – Certificate II Engineering Pathways | TAFE Queensland - Gympie Campus |
| HLT23221 — Certificate II in Health Support Services | TAFE Queensland - Gympie Campus |
| SIT20416 — Certificate II in Kitchen Operations | TAFE Queensland - Gympie Campus |
| 11054NAT — Certificate II in Plumbing Services | TAFE Queensland - Gympie Campus |
| SHB20121 – Certificate II Retail Cosmetics | TAFE Queensland - Gympie Campus |
| SHB20216 — Certificate II in Salon Assistant | TAFE Queensland - Gympie Campus |
| SIS20115 — Certificate II in Sport & Recreations | TAFE Queensland - Gympie Campus |
| SIT20116 — Certificate II in Tourism | TAFE Queensland - Gympie Campus |
| CHC30113 — Certificate III in Early Childhood Education and Care (Upgrade from Certificate II in Community Services) | TAFE Queensland - Gympie Campus |
| HLT33115 — Certificate III in Health Services Assistant (Upgrade from Certificate II Health Support Services) | TAFE Queensland - Gympie Campus |
| SIS30321 — Certificate III in Fitness (Upgrade from Certificate II) | Binnacle Training |
| SIT20322 — Certificate II in Hospitality | Regional Training |
| SIT20116 — Certificate II in Tourism | Regional Training |
| AUR20812 — Certificate II in Small Engines | Regional Training |

**PLEASE NOTE:**

At the completion of the qualification the student will be issued with a nationally recognised qualification and be awarded four QCE credits for Cert II and eight QCE credits for Cert III.

Students applying for TAFE programs Will be contacted by Melinda Yarrow in regard to applying on-line. Students applying for all other programs will be contacted by Mel Yarrow once enrolment forms, etc, are made available. All students undertaking an Off-Campus Program will use their VETiS funding for this qualification, and will therefore be ineligible to participate any further Off-Campus Programs.

*The application process will be made available to students once programs have been finalised for the year.* For more information contact Melinda Yarrow on 5489 8364 or email myarr17@eq.edu.au

FACULTY - TECHNOLOGIES

# Gympie State High School

RTO number: 30067

NATIONALLY RECOGNISED TRAINING

## MEM20422 – Certificate II in Engineering Pathways

### Qualification description

This qualification is intended for people interested in exposure to an engineering or related working enironment with a view to entering into employment in that area. It will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

Refer to training.gov.au for specific information about the qualification.

### Entry requirements

There are no entry requirements for this qualification. A study of Industrial Technology A/B in Year 9 and 10 is beneficial.

### Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Gympie State High School.

### Course units

To attain a MEM20422 Certificate II in Engineering Pathways, 13 units of competency must be achieved:

| | |
|---|---|
| Core Unit | MEM13015 Work safely and effectively in manufacturing and engineering |
| Core Unit | MEMPE005 Develop a career plan for the engineering and manufacturing industries |
| Core Unit | MEMPE006 Undertake a basic engineering project |
| Core Unit | MSMENV272 Participate in environmentally sustainable work practices |
| Group A | MEM11011 Undertake manual handling |
| Group A | MEM16006 Organise and communicate information |
| Group A | MEM18001 Use hand tools |
| Group A | MEM18002 Use power tools/hand held operations |
| Group A | MEMPE001 Use engineering workshop machines |
| Group A | MEMPE002 Use electric welding machines |
| Group A | MEMPE003 Use oxy-acetylene and soldering equipment |
| Group A | MEMPE004 Use fabrication equipment |
| Group B | MSMSUP106 Work in a team |

### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

face-to-face instruction

work-based learning

guided learning in a classroom

online training.

### Fees

There is a $140 levy involved in this course.

### Assessment

Assessment is competency-based and completed in a simulated engineering workshop environment.

Units of competency are clustered and assessed in this way to replicate what occurs in an engineering workshop as closely as possible.

Assessment techniques include:

observation

questioning

product review.

### Work placement

Work experience is not a requirement to successfully complete this course. Students may be provided with the opportunity to do structured workplace learning, where they could work in a real engineering workshop environment.

# Gympie State High School

RTO number: 30067

NATIONALLY RECOGNISED TRAINING

## MSF20522 – Certificate II in Furniture Making Pathways

### Qualification description

The qualification is intended for people interested in exposure to a furniture making or related working environment with a view to entering employment in that area.
To be eligible for either qualification requires completion of all listed competencies for that particular course.
Refer to training.gov.au for specific information about the qualification.

### Entry requirements

There are no entry requirements but a study of Industrial Technology A/Industrial Technology B in year 9 and 10 is highly recommended.

### Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Gympie State High School.

### Course units

To attain a MSF20516 Certificate II in Furniture Making Pathways, 12 units of competency must be achieved:

| Unit type | Unit Code and Title |
|---|---|
| Core | MSFFP2020<br>Undertake a basic furniture making project |
| Core | MSFFP2017<br>Develop a career plan for the furnishing industry |
| Core | MSFGN2001<br>Make measurements and calculations |
| Core | MSMENV272<br>Participate in environmentally sustainable work practices |
| Group A | MSMPCI103<br>Demonstrate care and apply safe practices at work |
| Group A | MEM13015<br>Work safely and effectively in manufacturing and engineering |
| Group A | MEM16006<br>Organise and communicate information* |
| Group A | MEM16008<br>Interact with computing technology* |
| Group A | MSFFM2019<br>Assemble furnishing projects |
| Group A | MSFFM2013<br>Use furniture making hand and power tools |
| Group A | MSFFM2014<br>Select and apply hardware |
| Group A | MSFFP2012<br>Join furnishing materials |
| Group A | MSFFP2014 Use basic finishing techniques on timber surfaces |
| Group B | MSMPCI101 Adapt to work in industry |

* Pre-requisite unit required

### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning in a classroom
- online training.

### Fees

There is a $140 levy involved in this course.

### Assessment

Assessment is competency based and completed in a simulated furniture making workshop environment.
Units of competency are clustered and assessed in this way to replicate what occurs in a furniture making workshop as closely as possible.
Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

### Work placement

Work experience is not a requirement to successfully complete this course. Students may be provided with the opportunity to do structured workplace learning, where they could work in a real furniture making workshop environment.

### Pathways

This qualification delivers broad-based underpinning skills and knowledge in a range of furniture making tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in a furniture manufacturing environment or related workplace.

### RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.
Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a record of results.
Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

# Gympie State High School

RTO number: 30067

NATIONALLY RECOGNISED TRAINING

## AHC20422 – Certificate II in Horticulture

### Qualification description

This qualification describes the skills and knowledge for a range of entry level horticulture job roles.
Individuals with this qualification carry out routine tasks under supervision where the work is predictable and structured with limited judgement requirements.
The qualification is suited to VET programs delivered to secondary school students or learners with no previous connection to the horticulture industry or relevant employment history.

### Entry requirements

There are no entry requirements for this qualification.

### Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Gympie State High School

### Course units

To attain a AHC20422 Certificate II in Horticulture, competency must be demonstrated in 15 units.

| Unit code | Title |
|---|---|
| AHCMOM203 | Operate basic machinery and equipment |
| AHCPCM204 | Recognise plants |
| AHCPGD207 | Plant trees and shrubs |
| AHCPMG201 | Treat weeds |
| AHCPMG202 | Treat plant pest, diseases and disorders |
| AHCSOL203 | Assist with soil or growing media sampling and testing |
| AHCWHS202 | Participate in workplace health and safety processes |
| AHCWRK211 | Participate in environmentally sustainable work practices |
| AHCIRG219 | Assist with low volume irrigation operations |
| AHCLSC206 | Lay paving |
| AHCNSY205 | Pot up plants |
| AHCNSY207 | Undertake propagation activities |
| AHCPER222 | Use and maintain basic hand tools and equipment for garden and farm |
| AHCNSY208 | Maintain indoor plants |
| AHCTRF208 | Support turf establishment |

### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- Face-to-face instruction
- Work-based learning
- Guided learning in a classroom
- Online training

### Fees

There is a $50 levy involved in this course for the purchase of materials required.

### Assessment

Assessment is competency-based and completed in a simulated work environment

Units of work are assessed to replicate what occurs in the nursery and horticulture workplace as closely as possible

Assessment techniques include:

- Observation
- Folios of work
- Questioning
- Projects
- Written and practical tasks

### Work placement

Work experience is not a requirement to successfully complete this course. Students may be provided with the opportunity to do structured workplace learning, where they could work in a real horticulture environment.

# The University of Queensland

External RTO number: 1511

## AHC21216 Certificate II in Rural Operations

### Qualification description

This program allows students to receive training that is directly related to the agricultural sector and aims to provide them with the knowledge and skills required to either join the workforce or continue on to further education.

This qualification provides an entry level occupational outcome in the rural sector and will impart skills and knowledge to enable participants to:

- Operate side by side utility vehicles
- Perform livestock handling and husbandry
- Control weeds and safely apply chemicals

Refer to training.gov.au for specific information about the qualification.

### Entry requirements

There are no entry requirements for this qualification.

Completion of the Certificate I in Agriculture.

### Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Gympie State High School in partnership with The University of Queensland.

### Course units

To attain a AHC21216 Certificate II in Rural Operations, 15 units of competency must be achieved:

| Unit code | Title |
|---|---|
| AHCWRK204 | Work effectively in the industry |
| AHCWRK209 | Participate in environmentally sustainable work practices |
| AHCWHS201 | Participate in work health and safety processes |
| AHCCHM201 | Apply chemicals under supervision |
| AHCPMG201 | Treat weeds |
| AHCMOM216 | Operate side by side utility vehicles |
| AHCMOM202 | Operate tractors |
| AHCMOM204 | Undertake operational maintenance of machinery |
| AHCMOM304 | Operate machinery and equipment |
| AHCLSK211 | Provide feed for livestock |
| AHCLSK316 | Prepare livestock for competition |
| AHCLSK209 | Monitor water supplies |
| AHCLSK205 | Handle livestock using basic techniques |
| AHCLSK210 | Muster and move livestock |
| AHCLSK308 | Identify and draft livestock |

### Delivery modes

Students will participate in a blended delivery (online and face-to-face).

### Fees

The cost of this course is:

- VETiS - $0
  There are no student contribution fees for the AHC21216 Certificate II in Rural Operations for students who are eligible to receive funding under the Queensland Government's VET in Schools (VETiS) program.
  The VET investment budget will only fund one employment stream qualification. With this in mind, if you have previously enrolled in a VETiS funded qualification prior to enrolling in this program, you will:
  - be ineligible for this program to be offered as a VETiS-funded qualification; however
  - still be able to enrol into the Certificate II program as a 'fee for service' student.
- Fee-for-service - $3880

### Assessment

Assessment is competency-based. Assessment techniques include:

- Written assessment books
- Practical assessment booklets
- Instructor observations
- Practical tasks.

### Work placement

Work experience is not a requirement to successfully complete this course. Students may be provided with the opportunity to do structured workplace learning, where they could work in a real agricultural environment.

### Pathways

This qualification may articulate into:

- AHC51419 Diploma of Agribusiness Management
- AHC32816 Certificate III in Rural Operations
- AHC30116 Certificate III in Agriculture

**See other agriculture, environmental and related qualifications at training.gov.au.**

## Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 15 units of competency will be awarded a Qualification and a record of results by The University of Queensland. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment issued by The University of Queensland.

## Duplication of Learning

The Duplication of Learning as set by the Queensland Curriculum and Assessment Authority impacts students who choose to study both Rural Operations Certificate II and Agricultural Practices in Year 11 and 12.

Applied subjects (Agricultural Practices) and Certificate II level VET qualifications (Rural Operations) that have similar subject matter and learning goals (as determined by the QCAA) are considered duplication of learning.

Students may enrol in any Applied subject (for e.g., Agricultural Practices) and/or VET qualification (e.g., Rural Operations Certificate II) however students will not accrue QCE credit points for both subjects where duplication of learning is identified. Students who successfully complete both courses will only accrue four QCE credit points.

# Gympie State High School

RTO number: 30067

NATIONALLY RECOGNISED TRAINING

## BSB30120 Certificate III in Business

### Qualification description

This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance.

Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

### Entry requirements

There are no entry requirements for this qualification. A Certificate II in Financial Services and/or achievement of a satisfactory standard or higher in Year 10 English is recommended.

### Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Gympie State High School.

### Course units

To attain a BSB30120 Certificate III in Business, 13 units of competency must be achieved:

| Unit code | Title |
|---|---|
| BSBCRT311 | Apply critical thinking skills in a team |
| BSBPEF201 | Support personal wellbeing in the workplace |
| BSBSUS211 | Participate in sustainable work practices |
| BSBTWK301 | Use inclusive work practices |
| BSBWHS311 | Assist with maintaining workplace safety |
| BSBXCM301 | Engage in workplace communication |
| BSBTEC301 | Design and produce business documents |
| BSBTEC303 | Create electronic presentations |
| BSBWRT311 | Write simple documents |
| BSBTEC201 | Use business software applications |
| BSBPEF301 | Organise personal work priorities |
| BSBOPS304 | Deliver and monitor a service to customers |
| BSBOPS305 | Process customer complaints |

### RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 13 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

### Delivery modes

The mode of delivery includes any combination of the following:

- face-to-face in a simulated workplace
- online training
- in a classroom.

### Fees

There are no additional costs involved in this course.

### Assessment

Assessment is competency-based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business as closely as possible.

Assessment techniques may include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

### Work placement

Work experience is not a requirement to successfully complete this course. Students may be provided with the opportunity to do structured workplace learning, where they could work in a real business environment.

### Pathways

This qualification may articulate into:

- work in job roles such as Administration Officer and Customer Service Representative
- further learning such as:
  - BSB40120 Certificate IV in Business
  - BSB50120 Diploma of Business

See other business qualifications at training.gov.au.

**2025 EDITION**

# SIS30321 CERTIFICATE III IN FITNESS + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

Binnacle Training (RTO Code 31319)

## HOW DOES IT WORK

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

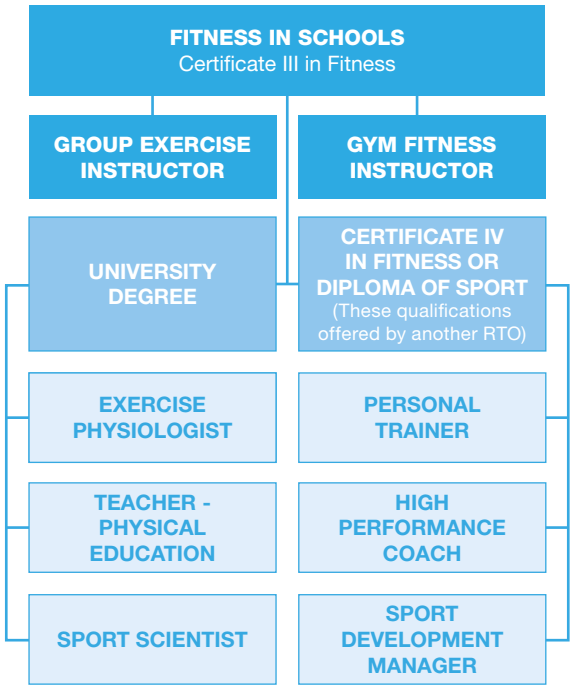
Students facilitate programs within their school community including:

- Community fitness programs
- Strength and conditioning for athletes and teams
- 1-on-1 and group fitness sessions with male adults, female adults and older adult clients

## WHAT DO STUDENTS ACHIEVE?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- Entry qualification: SIS20122 Certificate II in Sport and Recreation
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.

## CAREER PATHWAYS




## SKILLS ACQUIRED

- Client screening and health assessment
- Planning and instructing fitness programs
- Deliver 1-on-1 and group fitness programs
- Exercise science and nutrition
- Anatomy and physiology

**FLEXIBLE PROGRAMS** | **PRACTICAL-BASED LEARNING** | **RESOURCES PROVIDED**

Binnacle Training
RTO CODE 31319

1300 303 715
admin@binnacletraining.com.au
binnacletraining.com.au

# SIS30321 CERTIFICATE III IN FITNESS + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

## (or as Standalone Qualification: SIS30321 Certificate III in Fitness)

Registered Training Organisation:
**Binnacle Training (RTO 31319)**

**Delivery Format:**
2-Year Format

**Timetable Requirements:**
1-Timetabled Line

**Units of Competency:**
Standalone Qualification -15 Units
Dual Qualification - Additional 4 Units*

**Suitable Year Level(s):**
Year 11 and 12

**Study Mode:**
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

**Cost (Fee-For-Service):**
**$365.00** per person (Cert II entry qualification = $265.00 + Cert III Gap Fee = $100.00)
**(+ First Aid $55.00)**

**QCE Outcome:**
Maximum 8 QCE Credits

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

### TERM 1

**TOPICS**
- Introduction to the Sport, Fitness and Recreation Industry
- Introduction to Coaching Programs

**PROGRAMS**
- Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions
- SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions

### TERM 2

**TOPICS**
- Introduction to Community Programs
- Introduction to Conditioning Programs

**PROGRAMS**
- Community SFR Program: Assist with Delivering Community SFR Sessions
- Conditioning Program: Participate in Conditioning Sessions

### TERM 3

**TOPICS**
- Working in the SFR Industry
- Providing Quality Service in the SFR Industry

**PROGRAMS**
- Group Conditioning Program: Plan and Deliver Group Conditioning Sessions
- One-on-one Conditioning Program: Plan and Deliver a Cardio Program

### TERM 4

**TOPICS**
- Anatomy and Physiology - The Musculoskeletal System
- First Aid Course: HLTAID011 Provide First Aid

**PROGRAMS**
- Recreational Group Exercise Program

**QUALIFICATION SCHEDULED FOR FINALISATION**

**SIS20122 CERTIFICATE II IN SPORT AND RECREATION**

### TERM 5

**TOPICS**
- Anatomy and Physiology
- Health and Nutrition Consultations

**PROGRAMS**
- One-on-One Gym Program: Adolescent Client
- Conduct Consultations with a Client (Peer)
- Plan and Conduct Sessions (Scenario Clients)

### TERM 6

**TOPICS**
- Screening and Health Assessments
- Specific Population Clients
- Older Clients

**PROGRAMS**
- Fitness Orientation Program: Client Orientation
- Gentle Exercise Program: Participate in Gentle Exercise Sessions
- Mobility Program: Plan and Instruct Mobility Sessions

### TERM 7

**TOPICS**
- Older Clients
- Specific Populations

**PROGRAMS**

Group Exercise and Gym-based One-on-One Sessions:
- Female and Male Adults aged 18+; and
- Older adults aged 55+

## UNITS OF COMPETENCY

| | | | |
|---|---|---|---|
| HLTWHS001 | Participate in workplace health and safety | BSBPEF301 | Organise personal work priorities |
| SISXIND011 | Maintain sport, fitness and recreation industry knowledge | BSBOPS304 | Deliver and monitor a service to customers |
| BSBSUS211 | Participate in sustainable work practices | SISFFIT035 | Plan group exercise sessions |
| BSBPEF202 | Plan and apply time management* | SISFFIT036 | Instruct group exercise sessions |
| SISSPAR009 | Participate in conditioning for sport* | SISFFIT032 | Complete pre-exercise screening and service orientation |
| SISXCCS004 | Provide quality service | SISFFIT033 | Complete client fitness assessments |
| SISXEMR001 | Respond to emergency situations (SISXEMR003) | SISFFIT052 | Provide healthy eating information |
| HLTAID011 | Provide First Aid | SISFFIT040 | Develop and instruct gym-based exercise programs for individual clients |
| SISOFLD001 | Assist in conducting recreation sessions* | SISFFIT047 | Use anatomy and physiology knowledge to support safe and effective exercise |
| SISXFAC006 | Maintain activity equipment* | * For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training) | |

# ABC Training and Consulting

External RTO number: 5800

NATIONALLY RECOGNISED TRAINING

## MSL30109 – Certificate III in Laboratory Skills

### Qualification description

This qualification covers the skills and knowledge required to perform a limited range of laboratory operations across all industry sectors.

The Certificate III in Laboratory Skills offers entry level technical training in laboratory skills across a range of industries. Employment outcomes targeted by this qualification include laboratory technicians, instrument operators and similar personnel.

Laboratory technicians perform straightforward laboratory work. They follow set procedures and recipes, and apply well developed technical skills and basic scientific knowledge. They generally work inside a laboratory but may also perform technical tasks in the field or within production plants. They may also perform a range of laboratory maintenance and office tasks.

The majority of their work involves a predictable flow of parallel or similar tasks within one scientific discipline. They:

- perform straightforward technical tasks to prepare and test samples using relevant procedures, Australian standards and readily available advice. These tasks generally require close attention to detail and to the accuracy and precision of measurements.
- operate test equipment and instruments and make limited adjustments to their controls
- process and record data and recognise trends and out of control conditions
- solve predictable problems using clear information or known solutions.
- work under close and regular supervision, although they may have autonomy for specific tasks and responsibility for their own outputs
- work as part of a team.

Refer to training.gov.au for specific information about the qualification.

### Entry requirements

There are no entry requirements for this qualification. However, this is a combined Certificate II and III course. Progression to the Certificate III will require completion of the Certificate II in Semester One of Year 11, before starting the Certificate III in Semester II of Year 11. Interest in laboratory work, willingness to work in a team, wanting to be involved in a wide range of practical skills and a commitment to completing all practical tasks is required.

### Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Gympie State High School.

### Course Units

To attain the Certificate II and III,

| Unit code | Unit title |
|---|---|
| MSAENV272B | Participate in environmentally sustainable work practices |
| MSL913001A | Communicate with other people |
| MSL913002A | Plan and conduct laboratory/field work |
| MSL922001A | Record and present data |
| MSL933002A | Contribute to the achievement of quality objectives |
| MSL943002A | Participate in laboratory/field workplace safety |
| MSL933004A | Perform calibration checks on equipment and assist with its maintenance |
| MSL973001A | Perform basic tests |
| MSL973002A | Prepare working solutions |
| MSL973003A | Prepare culture media |
| MSL973004A | Perform aseptic techniques |
| MSL973007A | Perform microscopic examination |

### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- practical activities
- guided learning
- online training.

### Fees

The cost of this course is:

- VETiS - $0
  There are no student contribution fees for the MSL30109 Certificate III in Laboratory Skills for students who are eligible to receive funding under the Queensland Government's VET in Schools (VETiS) program.
  The VET investment budget will only fund one employment stream qualification. With this in mind, if you have previously enrolled in a VETiS funded qualification prior to enrolling in this program, you will:
  - be ineligible for this program to be offered as a VETiS-funded qualification, however
  - still be able to enrol into the Certificate II program as a 'fee for service' student.

Fee-for-service - $4200

### Assessment

Assessment is competency-based – observation of laboratory skills with checklists, folios, knowledge checked through oral and written questions and evaluation of experiment preparation and reports are some of the techniques that will be used to gather evidence and enable judgements to be made.

### Work placement

Work experience is not a requirement to successfully complete this course.

### Pathways

Laboratory technicians work in a variety of fields including dairy farms, viticulture (wine production), schools, mines and pathology

# Gympie State High School

RTO number: 30067

NATIONALLY RECOGNISED TRAINING

## ICT40120 Certificate IV in Information Technology (Gaming Development)

### Qualification description

Students who have a keen interest in the use of interactive media, particularly computer games, and who would like to learn how this passion can be turned into a career option, should chose this subject. This course exposes students to the key concepts within the game development industry, particularly game design, 2D and 3D game art and game programming.

Students will develop a range of skills including game design, 3D modelling and game programming, all undertaken in integrated projects.
Each of the projects will be delivered drawing from a combination of the key areas relating to the Interactive Entertainment industry. They are as follows.

- **Theory**: The Computer Game Industry – the background, history, structure, and career path
- **Skill Development:** Components of game development including Design, Programming and Art
- **Practical Hands-on Game Development:** Development of 2 complete games from start to finish using Industry standard game engines.

Refer to training.gov.au for specific information about the qualification.

### Entry requirements

Students have ideally completed the Certificate II in Creative Industries (Media) and/or achievement of a satisfactory standard or higher in Year 10 Maths and English is recommended prior to enrolling in the Cert IV in ICT.
Students will also need a relatively new computer at home to complete their project work.

### Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Gympie State High School.

### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These may include:

- face-to-face instruction
- practical project-based activities
- guided learning
- online training.

### Fees

A course fee of $40 is required for both Year 11 and Year 12 in the Cert IV in ICT. This covers software licensing fees for software only used in this course. Specifically, it covers Autodesk 3DStudio Max, Gamemaker Studio, the Unity3D programming engine, Sony Vegas HDMovie Studio, and Sony ACID Music Studio.

It also covers access to the Adobe Premiere Suite of software.

## Course units

To attain an ICT 40120 Certificate IV in ICT – Gaming Development Specialisation, 20 units of competency must be achieved:

| Unit code | Title |
|---|---|
| BSBCRT404 | Apply advanced critical thinking to work processes |
| BSBXCS404 | Contribute to cyber security risk management |
| ICTICT426 | Identify and evaluate emerging technologies and practices |
| ICTICT443 | Work collaboratively using ICT technologies |
| ICTICT451 | Comply with IP, ethics and privacy policies in ICT environments |
| ICTPRG302 | Apply introductory programming techniques |
| ICTSAS432 | Identify and resolve client ICT problems |
| ICTGAM418 | Use simple modelling for animation |
| ICTGAM420 | Produce interactive games |
| ICTGAM421 | Identify and apply games design and game play principles |
| ICTGAM426 | Write narrative scripts for interactive games |
| ICTGAM427 | Use 3-D software interface and toolset |
| ICTICT433 | Build graphical user interfaces |
| ICTGAM422 | Create design documents for interactive games |
| ICTGAM428 | Create 3-D characters for interactive games |
| ICTGAM431 | Design and create 3-D digital models |
| ICTGAM432 | Create audio for digital games |
| ICTGAM424 | Develop story and content in digital games |
| ICTPRG433 | Test software developments |
| ICTPRG435 | Write scripts for software applications |

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 13 units of competency will be awarded a Qualification and a record of results.
Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Assessment

Assessment is competency-based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques may include:

- observation
- folios of work of game development assets
- questioning
- game development projects
- written and practical tasks.

## Work placement

Work experience is not a requirement to successfully complete this course. Students may be provided with the opportunity to do structured workplace learning, where they could work in a real office environment.

## Pathways

This qualification may articulate into:

- Diploma of Information Technology ICT50220 through the Academy of Interactive Entertainment
  - Game Programming
  - Game Design and Production
  - Game Art and Animation
- Bachelor of Design at Sunshine Coast University
- Indi Game Studio work within the Game industry

Students who complete this course may choose to take part in university interviews during Year 12 if they wish to continue to pursue a career in this industry.

**See other business qualifications at training.gov.au.**

# BSB50120 Diploma of Business (Business Development)
# RTO Provider: Get Set Education (RTO Code: 45252)

The Diploma of Business is a qualification that will provide students with the skills and experiences to become a Business Professional. It is designed to equip students with the practical and theoretical skills necessary to broaden their employment perspectives. Students will attain skills in leadership, marketing, social media, customer service, management, sustainability, finance and administration – incorporating the delivery of a range of projects and services within their school community.

The qualification will be suited to students seeking to enter the Business Services industries and/or as a bridging course to a tertiary pathway. Students who achieve success in this course are those who possess a high level of self-motivation and determination to complete tasks and achieve results. Students should possess a positive attitude towards enhancing future career and study options and a desire to develop their practical business knowledge and skills.

This nationally recognised qualification is offered through a partnership with an external provider and the School. Training is delivered in a blended model of face-to-face training and online modules and assessment.

NATIONALLY RECOGNISED TRAINING

## Pathways

Upon successful completing of the BSB50120 Diploma of Business, student career options could be:

- Business Manager
- Business Development Manager
- Administrator
- Executive Officer
- Program Consultant
- Program Coordinator
- Business Owner.

## Prerequisites

It is recommended that students have achieved a sound level (C) of achievement in Year 10 English and an average effort grade of a B across all of their subjects.

## Objectives

Upon the successful completion of the course of study, students should be able to:

- Demonstrate skills in leadership, management and business administration
- Develop and implement business plans
- Describe and explain concepts and ideas regarding delivering a product and service to customers
- Apply strategies to manage financial plans and resources and control risks within a business
- Identify and evaluate marketing opportunities and develop social media engagement plans.

## Resource requirements

Vocational Education and Training (VET) students have a significant component of related online theory work to complete. VET students should have a device that meets the requirements of the School's Bring Your Own Device (BYOD) policy.

## Units of competency

The BSB50120 Diploma of Business (Business Development) requires the completion of 12 units of competency:

- BSBXCM501 Lead communication in the workplace
- BSBCRT511 Develop critical thinking in others
- BSBMKG546 Develop social media engagement plans
- SIRXMKT006 Develop a social media strategy
- BSBMKG541 Identify and evaluate marketing opportunities
- BSBOPS601 Develop and implement business plans
- SIRXMGT005 Lead the development of business opportunities
- BSBOPS501 Manage business resources
- BSBOPS505 Manage organisational customer service
- BSBOPS504 Manage business risk
- BSBSUS511 Develop workplace policies and procedures for sustainability
- BSBFIN501 Manage budgets and financial plans.

## Assessment

Students will have both theoretical and practical assessments throughout the course.
Students are assessed through:

- Practical tasks/observations
- Written reports
- Group projects
- eLearning projects
- Learner portfolio.

## Course Costs

Tuition fee: $899.00

The full fee includes a non-refundable $49.00 enrolment fee which is collected upon submitting the online enrolment form.
Parent/guardians can then select to pay the remaining $850.00 upfront or via a monthly payment plan.

**Payment Plan:**
If the monthly payment plan option is selected, parent/guardians will be emailed a link to Debit Success to set-up a fixed 12-monthly direct debit. Please note, that the payment plan incurs a one-off administration fee of $12.00 and a transaction fee of 4.4% (including GST).

- $74.10 per month for 12 months + $12.00 administration fee = $901.20.

Further details can be found in the Course Outline and at www.getset.edu.au
DISCLAIMER: All information contained is accurate at the time of publication but subject to change.


*Gold from the school*

1 Everson Rd Gympie 07 5489 8333 info@gympieshs.eq.edu.au www.gympieshs.eq.edu.au