# PIMLICO
## STATE HIGH SCHOOL
*Making a world of difference*

# SUBJECT HANDBOOK YEAR 11 & 12

# 2026 - 2027

STUDENT NAME: _____

LUI NUMBER: _____

USI NUMBER: _____

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Dear Student

   You are about to embark on a very significant and important part of your education. While your studies in Year 10 have provided an important foundation for your Senior Schooling, Years 11 and 12 represent the platform from which you will leave the school learning environment and transition to employment, further training, university study or a combination of these. It is, therefore, critical that you make the most of the next two years in order to provide yourself with every chance of success in your future endeavours.

   Your studies over the next two years will provide you with an unprecedented opportunity to explore specialised subjects and courses that are of interest to you and that align to your future career plans. Pimlico proudly offers a wide range of general and applied subjects and vocational education and training (VET) courses in order to allow you to take a deeper dive into whatever field of study you may wish to explore. When selecting your subjects, remember that research indicates that a balanced course of study in which you focus on subjects which you are good at and enjoy will help you to make a successful transition beyond Year 12.

   In addition to the knowledge and skills that you will acquire through each of your individual subjects and courses, the overarching focus of your studies in Years 11 and 12 is to develop transdisciplinary skills and attributes that will stand you in good stead for a complex and rapidly changing world. Now, more than ever, senior schooling must be about more than the mere acquisition of knowledge. To be successful learners and to contribute socially, intellectually and economically to our community, you will need to be genuinely committed to lifelong learning. You will need the skills of collaboration, teamwork, problem solving, critical thinking and entrepreneurship. You will need the attributes of a Pimlico High Scholar: responsibility, purpose, resilience, compassion and innovation.

   To this end, I encourage you to live out one of our key school values through your senior studies: excellence. Excellence does not mean being the best at everything. Rather it means striving to always achieve the very best that you can. Excellence should not be measured against the achievement of others, but against the effort and perseverance that you have invested. By striving for excellence, you must be prepared to challenge yourself and only be satisfied with your best effort. In years to come, you will be able to look back on your schooling, confident in the knowledge that you did everything you could to set yourself up for a rewarding, successful and fulfilling life.

   Your commitment to your studies over the next two years will make a world of difference to the opportunities open to you beyond school.  In turn, these opportunities will allow you to contribute positively to society and make your own world of difference.

   Years 11 and 12 can be a demanding and challenging time. To be able to continue striving for your personal best, it is important to work in partnership with your teachers, to support your peers, and to nourish your own wellbeing. Look out for each other and seek help when you need it. Make sure you take active and deliberate steps to sustain your physical and mental wellness. Everyone in our school community wants you to do the best you can. We are here to provide guidance, encouragement and support. The next two years are important, but they should also be an enjoyable and memorable part of your life.

   I wish you all the very best for the selection of your senior subjects and for your studies over the next two years. Choose wisely. Work hard. Strive always for your personal best.

Stephen Baskerville


Executive Principal

# COURSES OF STUDY – YEARS 11 AND 12

- All students in Year 11 at Pimlico State High School enrol in 6 subjects (or VET Certificate courses).
- Each subject or VET Certificate course is studied for four units across the course of the two years of Year 11 & 12, except for English Extension and Music Extension which are Year 12 subjects only.

**Eligibility for Tertiary (University) Entrance: ATAR**

An ATAR is necessary for standard entry into most degree, diploma and advanced diploma courses at universities or colleges.

To qualify for an ATAR, the student must successfully complete Year 12 studies (Units 3 and 4) in at least:

   a) 5 General subjects OR
   b) 4 General subjects and one Applied subject or VET Certificate course at level III or higher, and one other subject or course.

# AUSTRALIAN TERTIARY ADMISSION RANK [ATAR]

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.  Further information on ATAR can be obtained from the QTAC website www.qtac.edu.au

**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 C Level of Achievement in English, Literature, Essential English, English, and Literature Extension. 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.

# TYPES OF SUBJECTS

Pimlico SHS offers two types of subjects developed by the Queensland Curriculum and Assessment Authority [QCAA], General subjects and Applied subjects, as well as Vocational Education and Training [VET] courses (Certificates). Results in General subjects, Applied subjects and VET Certificate courses all contribute to the award of a Queensland Certificate of Education [QCE].

**General Subjects** are academically focussed and are suited to students who are interested in pathways beyond Senior Secondary schooling that lead primarily to Tertiary study. If you cannot achieve at least a C level in a Year 10 subject, then you will find the equivalent General subject at Year 11 quite difficult.

**Applied Subjects** tend to place more emphasis on practical skills and knowledge.  They develop specific skills relevant to employment and may serve as a useful introduction to many TAFE courses.  Applied subjects are suited to students who are primarily interested in pathways beyond Senior Secondary schooling that lead to VET courses or employment.

**Certificate Courses** are Vocational Education and Training [VET] courses.  They emphasise practical skills and knowledge in the industry area.  Students gain a nationally accredited qualification for achievement of a certificate and will receive a statement of attainment for all units of competency completed.

# GENERAL INFORMATION

## Subject Offerings

The subjects are offered to sufficient enrolments.  Where too few students enrol for a subject in Year 11 that subject will not be offered. Timetabled subjects from Year 11 will continue to be offered in Year 12, and where this is not possible in the school setting, arrangements will be made with alternative providers.

## Change Of Subject

This school policy is based on the QCE & QCIA Policies and Procedures V5.0 as published by the Queensland Curriculum and Assessment Authority [QCAA] and is subject to any changes made over time by the QCAA to their Policies and Procedures for the Queensland Certificate of Education [QCE] and the Queensland Certificate of Individual Achievement [QCIA].

In a mindful school, students, teachers, Guidance Officers and parents ensure that students have the necessary knowledge and understanding to make informed and appropriate subject choices. Pimlico State High School acknowledges that at times, students will choose subjects that are not right for their learning and career pathways and subject changes may be requested.

In 2019, all Queensland schools transitioned to the new Queensland Certificate of Education system [QCE] which was developed by the Queensland Curriculum & Assessment Authority [QCAA]. As a result of the transition, policy changes made by the QCAA have caused restrictions as to when students are able to change subjects and the inability to attain QCE credits with only partial unit completion. For more information, please see section 13.2 of QCE and QCIA policy and procedures handbook V6.0.

Consequently, subject changes for individual students should be minimal and must consider the following imperatives:

The enrolment of students in courses of study is determined by Pimlico State High School. The ultimate decision regarding subject changes resides with the Executive Principal.

Students and parents should make every effort to ensure that appropriate subjects are chosen for the student's career path. Teachers and Guidance Officers are available to assist with this.

Year 12 students will NOT be permitted to change subjects after week 3 of Unit 3 and those changes will only occur if the student remains eligible to receive their QCE at the end of Year 12.

Students in Year 10 and their parents must engage in the Career Education and Senior Education Planning [SET Plan] program and take this process very seriously.

A student is on academic probation entering Year 11 and has agreed to change subjects if they are identified as 'at risk' of not receiving the QCE unit 1 credit. In this instance, the Year level Deputy Principal or Guidance Officer will meet with the student and make a decision regarding subject change.

Students enrolling in TAFE will not be permitted to drop subjects unless there are exceptional circumstances.

Guidance Officers must be consulted when making subject changes

| Year Level | Subject Change times | Considerations |
|---|---|---|
| Year 11 | First 3 weeks of Term 1 OR At the completion of the current unit that the student is enrolled in. | ATAR eligibility QCE credits School-Based Apprenticeships |
| Year 12 | First 3 weeks of Unit 3 | ATAR eligibility QCE credits School-Based Apprenticeships |

**Pre-Requisite Standard**

Students choosing Year 11 or 12 subjects are required to meet pre-requisite standards as mentioned in the subject handbook.

**Selection Procedures**

In cases where the number of students selecting a subject exceed available places, further selection processes will be applied. This may include interview, audition, achievement in Year 10 related or pre-requisite subject.

**Cost**

The school operates a voluntary Student Resource Scheme (SRC) offering the option of hiring, rather than purchasing, necessary textbooks and resources. This scheme is designed to reduce the overall costs to parents. Certificate Courses and General and Applied Subjects have additional fees. Please refer to each course in this Handbook.

**Attendance Requirements**

Senior Schooling at Pimlico is a full-time occupation. It is your workplace for Years 11 & 12. If Senior Schooling is to prepare you for the world of work and its standards, the school has an obligation to apply these same standards in your senior years. The school is required to submit attendance reports to Centrelink for students who claim Youth Allowance payments. The school adheres rigidly to Youth Allowance regulations.

**Student Support, Wellbeing and Guidance Services**

Pimlico State High School provides a wide range of support personnel, including the Guidance Officer, Year Co-ordinators, Learning Advocates, Community Education Counsellor and others.

**Assessment**

Students must comply with the requirements of each subject as shown in the Course Outline. Policies on submission of assessment are detailed in the Senior Student Handbook. The policies have been developed to be fair to all students and to ensure that students meet their obligations regarding completion of a course of study. Students are expected to manage their time effectively in order to submit tasks by the due date. If a student has a scheduled exam on the day of TAFE or their School Based Apprenticeship or Traineeship, they **MUST** attend the exam and speak with the Senior Schooling Head of Department.

**Grievances**

The Student Grievance Procedure is a means for students to resolve a complaint about some aspect of schooling at Pimlico State High. In the event that students are dissatisfied with any aspect of a program or believe they have been unfairly treated, they have the right to lodge a grievance. Information on the procedure is contained on an information leaflet from the display at the General Office side counter.

**Study Commitment**

Being able to manage your time is a key study skill. As a general guide, students in Year 11 and 12 should program a minimum of 5 blocks of at least 3 hours duration to study at home every week. Many students do considerably more than this. Only you can do your own learning. No one else can learn for you.

**Health and Safety in School Activities**

All activities have an inherent level of risk. In planning school curriculum programs teachers determine the level of risk of activities and include appropriate control measures when required so that activities are conducted with an acceptable level of risk. For information about Health and Safety policies and risk management in Education Queensland schools visit https://education.qld.gov.au/students/student-health-safety-wellbeing.

# CERTIFICATION

### Queensland Certificate of Education and QCIA

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

To be awarded a QCE, young people will need to achieve a significant amount of learning, including literacy and numeracy, at set standards. A wide range of learning can contribute towards the QCE, including Year 11/12 subjects, Vocational Education [VET] Certificate courses and recognised studies undertaken outside of school.

Different types of learning contribute different numbers of credits. Students **must gain 20 credits to be awarded a QCE, and 12 of these credits must come from completed core courses.**

For subject learning to contribute credits to the QCE, students must achieve at a satisfactory level in Units 1 and 2, and obtain a C level or higher on completion of Units 3 and 4.  For VET courses students must gain competency by completing the entire certificate.

Credits are banked progressively on satisfactory completion of Unit 1, Unit 2, and for Units 3 and 4, on completion of Unit 3 and 4 at a C level or higher.  Credits for VET courses at level II or higher are progressively banked on completion of each 25% of the course competencies.

Core: At least 12 credits must come from completed Core courses of study

| COURSE | QCE CREDITS PER COURSE |
|---|---|
| QCAA General and Applied subjects | Up to 4 credits |
| QCAA extension subjects | Up to 2 credits |
| Certificate II Qualifications | Up to 4 credits |
| Certificate III and IV qualifications (includes traineeships) | Up to 8 credits |
| School based apprenticeships | Up to 6 credits |
| Recognised studies categorised as Core | As recognised by the QCAA |

**Preparatory**: A maximum of 4 credits can come from Preparatory courses of study

| COURSE | QCE CREDITS PER COURSE |
|---|---|
| Certificate 1 qualification | Up to 3 credits |
| Recognised studies categorised as Preparatory | As recognised by the QCAA |
| QCAA Short Courses<br><br>Short Course in Literacy<br><br>Short Course in Numeracy | 1 credit per course |

**Complementary:** A maximum of 8 credits can come from Complementary courses of study

| COURSE | QCE CREDIT PER COURSE |
|---|---|
| QCAA Short Courses<br><br>Short course in Career Education | 1 credit |
| University Subjects | Up to 4 credits |
| Diplomas and Advanced Diplomas | Up to 8 credits |
| Recognised studies categorised as Complementary | As recognised by the QCAA |

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

| LITERACY | NUMERACY |
|---|---|
| QCAA General or Applied English subjects | QCAA General or Applied Mathematics subjects |
| Other studies as recognised by the QCAA – refer to the QCAA website | |

There are limits on the number of credits that can be obtained in the following situations:

- a student studies two VET Certificates from the same industry area (training package);
- a student studies a VET Certificate and an Applied subject covering similar learnings;
- a student completes a VET Certificate using some credit transfer from a different VET Certificate they have already completed.

Details of QCE rules related to duplication are available on the QCAA website www.qcaa.qld.edu.au

The QCE and QCIA will be awarded by the Queensland Curriculum & Assessment Authority (QCAA) on successful completion of Year 12.

If students complete Year 12 without achieving the QCE their learning account will remain open. Further learning can continue to be banked with the QCAA for up to 9 years after their learning account is opened.

**Registration with the Qld Curriculum & Assessment Authority (QCAA)**
All students are registered with the QCAA by their school during Year 10. Registration opens an on-line "learning account" for each student with the QCAA. Learning providers such as schools or training providers report details of learning and achievement to the QCAA and these are "banked" into the students' learning account. Students and their parents can access their learning account at myqce.qcaa.qld.edu.au to check the banking of credits for school courses and for courses undertaken with external providers. Login details will be provided to students towards the end of Year 10.

**Transferring from other schools**

Students transferring from other schools should continue with the same subjects where possible in order to meet the requirement of 12 credits of completed core courses of study for the QCE. Where students are unable to meet this requirement, they may apply to the QCAA for relaxation of this core requirement. Studies completed at Year 11 or 12 level in other states or overseas can contribute credits towards a QCE, but only when approval is granted by the QCAA. Further information for transferring students can be obtained from the QCAA website www.qcaa.qld.edu.au

# SENIOR EDUCATION PROFILE

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

- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

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

**Senior Statement**

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

**Queensland Certificate of Education [QCE]**

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

**Queensland Certificate of Individual Achievement [QCIA]**

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

# SENIOR SUBJECTS

The QCAA develops five types of Senior Subject Syllabuses — Applied, General, General [Extension], General (Senior External Examination) and Short Course. Results in Applied and General subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank [ATAR] calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

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

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at https://www.qcaa.qld.edu.au/senior/senior-subjects/syllabuses and, for Senior External Examinations www.qcaa.qld.edu.au/senior/see

### Applied and Applied (Essential) syllabuses

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

### General syllabuses

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

### General (Extension) syllabuses

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

Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

### General (Senior External Examination) syllabuses

Senior External Examinations are suited to:
* students in the final year of senior schooling (Year 12) who are unable to access particular subjects at their school
* students less than 17 years of age who are not enrolled in a Queensland secondary school, have not completed Year 12 and do not hold a Queensland Certificate of Education [QCE] or Senior Statement
* adult students at least 17 years of age who are not enrolled at a Queensland Secondary School.

### Underpinning Factors

All senior syllabuses are underpinned by:
* Literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
* Numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

### Applied And Applied (Essential) Syllabuses

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

**General syllabuses and Short Course syllabuses**

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

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

**Vocational Education and Training [VET]**

Students can access VET programs through the school if it:

- is a Registered Training Organisation [RTO]
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

# VOCATIONAL EDUCATION AND TRAINING [VET]

Pimlico State High School is a Registered Training Organisation (RTO 30087) and has agreed to operate within the standards of the VET Quality Framework [VQF]. The school is registered to provide nationally recognised training including the following industries: **Hospitality, Digital Technologies, Engineering, Aquaculture and Leadership.**

Students can gain advanced standing towards apprenticeships and traineeships and towards higher level training at TAFE by completing the industry competencies as part of their Year 11 and 12 subjects. The students can qualify for VET Certificates at level II, III or IV in addition to their QCE if they complete the training courses successfully. These courses have an emphasis on practical skills and knowledge and are focused on actual workplace tasks, including on-the-job training in the chosen industry area for up to two weeks each year.  At the beginning of the school year, any student enrolled in a VET course will undergo a Student Induction by the RTO Manager who has the delegation to oversee the school's vocational courses.

**Courses with Nationally-Recognised Training delivered by Pimlico SHS as RTO 30087:**

*Certificate II Aquaculture SFI20119.* This course provides students with the skills and knowledge required to enter the seafood industry. (Refer to page 75).

*Certificate II in Applied Digital Technologies ICT20120.*  It is suited to students seeking employment as computer operators or computer technicians. (Refer to page 99).

*Certificate II in Hospitality SIT20322.*  The core competencies included are also the pre-requisites for further training in all areas of hospitality employment including food preparation, food and beverage service, reception and housekeeping. (Refer to page 97).

*Certificate II in Engineering Pathways MEM20422.* It provides knowledge and skill for entry level to the metals and engineering trades. (Refer to page 87).

*Certificate II in Leadership 52879WA.* This course requires students to undertake a community project and develop 21st century skills, leadership attributes and global awareness (Refer to page 103)

**Courses with Nationally-Recognised Training delivered by external RTOs:**

*Certificate III in Aviation (Remote Pilot) AVI30419* Skills Generation RTO41008. Students must have enrolled in this course in Year 10. It is suited to individuals who would like to operate Remotely Piloted Aircraft Systems [RPAS], in compliance with relevant regulatory requirements of the Civil Aviation Safety Authority [CASA]) and national operating standards. (Refer to page 83)

*Certificate III Business BSB30120* delivered through Binnacle Training RTO 31319. It is suited to students seeking employment in the Business sector such as customer services and administration. (Refer to page 84).

*Certificate IV Justice Studies 10971NAT delivered through Professional Investigators College of Australiasia RTO 40789*. It is suited to students who want to work in the Public Service sector, Police Force or Military. (Refer to page 100).

*Certificate III Health Services Assistance* HLT33115 delivered through Mater Education RTO 5210*. It is suited to students who want to work in the Health Industry or Community Services industry. (Refer to page 94).

*\* A Certificate II will also be delivered with the Certificate III Health Services Assistant, however further clarification is required pending funding decisions from Department of Trade, Employment and Training.*

*Certificate III Fitness SIS30321 + Certificate II in Sport and Recreation SIS20122* delivered through Binnacle Training RTO 313119. It is suited to students who want to work in the Fitness industry such as Personal Trainer. (Refer to page 93)

*A summary of the employability skills developed through these qualifications can be downloaded from*
*https://www.dewr.gov.au/skills-information-training-providers/resources/australian-core-skills-framework*

**Unique Student Identifier (USI) number.**

It is a legislative requirement that all students undertaking a Vocational Course apply for a USI number. Students cannot be registered in a course or receive their qualification until the USI number has been provided. Students will have the opportunity to apply for their USI number at school.

**Work Experience and Structured Workplace Learning (SWL)**

Structured workplace learning is an integral part of the Hospitality and Leadership Certificates.

Students apply their skills to real workplace tasks and enhance their skills by learning on-the-job with a workplace supervisor.

Leadership students are required to complete one (1) week of work experience. Hospitality students are required to commit to attending the workplace for one week in Year 11 and compulsory services in the school cafe. **In choosing Cert II Hospitality, students are expected to make the commitment to the work placement program in their chosen industry area.**

**School Based Apprenticeship and Traineeship Program**

The School-based Apprenticeship and Traineeship [SAT] program provides a pathway for students to complete senior studies and gain a Queensland Certificate of Education (QCE), while at the same time undertaking paid employment. As a part-time apprentice or trainee (working a minimum of 7.6hrs a week) students work in an industry of their choice while completing school. These positions increase the work readiness of our students and a gateway into their prospective industry. A partnership between the student, parents/carers, business, external RTO and the school is created and lodged with Department of Trade, Employment and Training [DTET] for accreditation.

We encourage students to seek out opportunities and look out for offerings from industry which also become available throughout the year.

**TAFE at School**

Students have the opportunity to access courses delivered by TAFE North at Pimlico & Bohle Campus's. Students in year 11 and 12 are able to attend one elected course of their preference which they attend 1 day per week for the year. Students are required to catch up on missed school subjects and must prioritise school-based exams. Dependant on the course, some require students to conduct a literacy and numeracy test before the beginning of the course. There is an application process for these highly sort after placements and you must see Senior Schooling in A22 for an application. Please see https://tafeqld.edu.au/content/dam/tafe/en/documents/pdfs/course-guides/2026/2026-north-tafe-at-school-guide.pdf for 2026 course offerings.

**For further information see the H.O.D Senior Schooling / RTO Manager - Ms Renee Austin**

**Recognition of Prior Learning [RPL]**

RPL recognises the range of skills and knowledge possessed by students no matter where these have been developed.  That is, if you have obtained these through previous classes, work experience, and life experiences, you can apply for recognition of prior learning and gain exemption for individual learning outcomes or competencies where evidence of competence in these outcomes or competencies can be shown.

**Application for Credit Transfer [CT]**

If a competency has been achieved from another RTO, which is the same as that in the course at Pimlico State High School, recognition of this can be received.  The original or certified copy of the Statement of Attainment or Certificate from the previous school or training organisation, which verifies that you have achieved competence, will need to be produced.

# APPLIED AND APPLIED (ESSENTIAL) SYLLABUSES

**Course overview**

Applied and Applied (Essential) syllabuses are developmental four-unit courses of study.

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

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

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

**Assessment**

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

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

Applied syllabuses do not use external assessment.

**Instrument-specific standards matrixes**

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

**Essential English and Essential Mathematics — Common internal assessment**

For the two (2) Applied (Essential) syllabuses, students complete a total of four Summative Internal Assessments in Units 3 and 4 that count toward their overall subject result. Schools develop three of the summative internal assessments for each of these subjects and the other summative assessment is a Common Internal Assessment [CIA] developed by the QCAA.

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

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

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

**Summative Internal Assessment — Instrument-Specific Standards**

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

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

# GENERAL SYLLABUSES

**Course overview**

General syllabuses are developmental four-unit courses of study.

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

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

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

**Assessment**

**Units 1 and 2 assessments**

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

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

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

**Units 3 and 4 Assessments**

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

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

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

**Instrument-Specific Marking Guides**

Each syllabus provides Instrument-Specific Marking Guides [ISMGs] for summative internal assessments.

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

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

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

**External Assessment**

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

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

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

# OVERVIEW OF SUBJECTS by CURRICULUM AREA

| AREA | TYPE | SUBJECT |
|---|---|---|
| English | GENERAL | English<br>Literature<br>English & Literature Extension (Yr. 12 Only) |
| | APPLIED | Essential English |
| Languages | GENERAL | French<br>Japanese |
| Mathematics | GENERAL | General Mathematics<br>Mathematical Methods<br>Specialist Mathematics |
| | APPLIED | Essential Mathematics |
| Science | GENERAL | Biology<br>Chemistry<br>Physics |
| | APPLIED | Aquatic Practices |
| | VET COURSE | Certificate II in Aquaculture |
| Humanities &<br>Social Science | GENERAL | Ancient History<br>Economics<br>Geography<br>Legal Studies<br>Modern History |
| | APPLIED | Social and Community Studies |
| | VET COURSE | Certificate IV in Justice Studies |
| Commerce | GENERAL | Accounting<br>Business |
| | VET COURSE | Certificate III in Business |
| Visual and<br>Performing Arts | GENERAL | Dance<br>Drama<br>Film, Television and New Media<br>Music<br>Music Extension (Yr. 12 Only)<br>Visual Art |
| | APPLIED | Visual Arts in Practice |
| Technologies | APPLIED | Building and Construction Skills |
| | VET COURSE | Certificate II in Engineering Pathways<br>Certificate II in Hospitality<br>Certificate III in Aviation (Remote Pilot) |
| Sport and<br>Recreation | GENERAL | Physical Education |
| | APPLIED | Sport and Recreation<br>Early Childhood Studies |
| | VET COURSE | Certificate III in Health Assistance (Cert II imbedded)<br>Certificate II in Sport and Recreation & Certificate III in Fitness |
| Information<br>Technology | GENERAL | Digital Solutions |
| | VET COURSE | Certificate II in Applied Digital Technologies |

# A GUIDE TO SELECTING SENIOR SUBJECTS

**Overall Plan**

Make a decision about a combination of subjects that suits your requirements and abilities:

**1. CHOOSE SUBJECTS YOU ENJOY!**

We usually put more effort into a subject or activity we enjoy. Choose subjects that hold your interest.

**2. CONTINUE SUBJECTS YOU'VE DONE WELL IN BEFORE.**

Previous success in a subject usually gives you a head start in tackling work at a more advanced level. Build on your strengths!

**3. CHOOSE SUBJECTS THAT KEEP YOUR CAREER OPTIONS OPEN AND WILL HELP YOU REACH CAREER GOALS.**

# DANGER…

**DO NOT:**

Look for easy options...
Choose a subject just to stay with a friend ...
Choose a subject just because its name sounds good...
Choose a subject just because someone else suggested doing it...
Choose a subject because you like or dislike the teacher…
Choose a subject because "All the boys or girls take the subject"

# BRING YOUR OWN DEVICE (BYOD)

From 2026, it is a requirement that all students bring their own computer device to school, each day. The preferred device is a Windows 2-in-1 tablet, although an updated Windows laptop or Apple MacBook is also acceptable.

Other devices, including iPads, Chromebooks and Android devices are unsupported by Department of Education network services and hardware and are therefore not permitted as BYO devices.

### What Is BYOD?

BYOD stands for 'Bring Your Own Device'. This program allows students to bring a computer device to school that best supports their learning needs (within specifications).

### Why BYOD?

In order to provide students with the best opportunities, access to a personal computing device at school is desirable. These devices assist students in learning by collaborating, creating and making meaning of the real world. Computer technology offers a wealth of opportunity for students to construct knowledge and build skills, as they investigate, collaborate, reflect, communicate, innovate and engage in real-world problem solving. Having their own computer device greatly assists students in achieving these learning outcomes.

### Choosing Your Computer Device

Our recommended device is a new Windows 11, 2-in-1 device + stylus. Students with such devices have reported greater satisfaction with the BYOD program.

All new Windows 11 laptop devices purchased from a major electronics retailer will be compatible. All new MacBooks can be supported but will add complexity for students connecting to the network.

Chromebooks, Android tablets, iPads and other laptop devices that are not running at least Windows 10 or macOS13 are **not** compatible in any capacity.

Ensure all devices are kept current with Windows and macOS updates to ensure BYOD connectivity. Parental controls and limited user accounts will prevent initial BYOD connectivity, but can be reenabled once students have connected to the school network.

We continue to recommend that parents **do not** purchase additional third-party software. The free Windows Defender continues to provide the best antivirus protection for students' usage. Office 365 is available for free to all EQ students through the Microsoft website.

For second-hand or clearance devices running Windows 10, the minimum specifications are:

| Component: | Minimum Specification |
|---|---|
| Processor: | Intel CORE iSeries or AMD Ryzen CPU |
| RAM: | 8gb of RAM |
| Storage | 128gb SSD |
| Wi-Fi | Dual-band Wi-Fi: sometimes marketed as WiFi802.11ax or WiFi6 |
| Battery: | Battery must provide at least 6 hours of continuous operation. |

**NOTE**: Some subject areas recommend a higher processor and RAM due to the software being used. These subjects include Design and Film, Television and New Media.

A protective carry case for the device is a mandated requirement. This case must be used to carry the device at all times, including to and from class.

**Insurance**

Purchasing insurance is a personal choice; however, it is highly recommended that you purchase of Accidental Damage Protection in order to minimise the cost of future repairs. All insurance claims must be settled between you and the insurance company.

**Warranty**

We recommend that all devices are covered by an extended warranty (3 years).

**Repairs and Maintenance – Loan Devices**

All maintenance for the device, operating systems and software purchased by the family are the responsibility of the family. The school provides a limited number of laptops that students can borrow, where personal devices are being repaired. Students are required to provide evidence that their device is undergoing repairs. Borrowing is limited to a period of 2 weeks and if needed an extension can be requested. Please be aware that there is no guarantee of a loan device or extension due to the limited availability of spare devices. Upon receipt of the loan device, students and therefore parents/careers, are responsible for the care of the device. Any negligence or loss will be invoiced to families for payment.

**Free - Microsoft Office 365**

All Queensland state school students can download a copy of the latest Microsoft Office 365 to their personal home computers and mobile devices. Using your student's @eq.edu.au email address and login, navigate to https://portal.office.com/ols/mysoftware.aspx and follow the prompts to download and execute OfficeSetup.exe.

**Connecting to the School's Computer Network (Windows)**

Detailed instructions for completing this installation for all devices can be found on the school's website (https://pimlicoshs.eq.edu.au, click Curriculum and then BYOD).
In order for the student's device to connect to the school's wireless network:

a) They must `Add a work or school account` to their device, and sign into their @eq.edu.au account. When this has been done, students can connect to the EQNET school Wi-Fi network.
b) Use the Microsoft Store from their @eq.edu.au account to download the `Company Portal` app.
c) While at school and connected to the school's network, students should use `Company Portal` to install and run `BYOx Mapper`, which will complete the BYOD process for students.

**Existing Computer Devices**

If a student already has an existing laptop device that has similar specifications to what has been indicated, then there is no requirement to purchase a new device. We ask that parents consider the performance of the existing device and its effectiveness in assisting the student's education, in their decision making.

**Equitable Access**

Given the importance of all students having access to a device, there are a limited number of `Equity Access Program` devices available. To be eligible, families must provide a government issued Health Care Card or provide evidence of other severe financial hardship or circumstances. Priority will be given to those families in greatest need. School fees must be up-to-date or a payment plan in place.

We currently have two tiers of devices for our Equitable Access for families who are experiencing financial hardship: The first is a $100 second-hand school laptop (4 years +). The laptop includes a Windows 10 operating system and is sold "as is", with no warranty. The second is a $300, 2023 purchased Windows 2-in-1 device, which has the standard manufacturer's warranty from its date of sale to Pimlico SHS.

Once purchased, the school is not responsible for providing any technical support, repairs or maintenance for the device.

# NOTES

# General Subjects

The information provided in these subject descriptions was provided by the Queensland Curriculum and Assessment Authority and was correct at the time of printing

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# Accounting
## General senior subject

**PRE-REQUISITES:** **It is recommended that students will have achieved a minimum of a C standard in Year 10 English and it would be helpful to have studied Year 10 Business.**

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making.

When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise data and other financial information, evaluate practices of financial management, solve authentic accounting problems and make and communicate recommendations.

## Pathways

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

## Objectives

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

- comprehend accounting concepts, principles and processes
- synthesise accounting principles and processes
- analyse and interpret financial data and information
- evaluate practices of financial management to make decisions and propose recommendations
- create responses that communicate meaning.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Real world accounting**<br>• Introduction to accounting<br>• Accounting for today's businesses | **Financial reporting**<br>• End-of-period reporting for today's businesses<br>• Performance analysis of a sole trader business | **Managing resources**<br>• Cash management<br>• Managing resources for a sole trader business | **Accounting — the big picture**<br>• Fully classified financial statement reporting and analysis for a sole trader business<br>• Complete accounting process for a sole trader business<br>• Performance analysis of a public company |

# Assessment

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

**Formative assessments**

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Examination — combination response | 25% | Formative internal assessment 3 (FIA3):<br>• Project — end of year reporting | 25% |
| Formative internal assessment 2 (FIA2):<br>• Examination — combination response | 25% | Formative internal assessment (FIA4):<br>• Examination — combination response | 25% |

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

**Summative assessments**

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

FOR FURTHER INFORMATION PLEASE CONTACT:        Mr T Meehan (tmeeh5@eq.edu.au)

# Ancient History
## General senior subject

**PRE-REQUISITES:**      **It is recommended that students will have achieved a minimum of a C standard in Year 10 English and Humanities.**

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, 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, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

## 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:

- Devise historical questions and conduct research.
- Comprehend terms, concepts and issues.
- Analyse evidence from historical sources
- Evaluate evidence from historical sources
- Synthesise evidence from historical sources.
- Communicate to suit purpose.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Investigating the ancient world**<br><br>Topic one:<br>students examine one or two archaeological sites to construct an understanding of the ancient past.<br><br>Topic two:<br>• Features of ancient Egypt. | **Personalities in their time**<br><br>Topic one:<br>• Hatshepsut<br>Topic two:<br>• Alexander the Great | **Reconstructing the ancient world**<br><br>Topic one:<br>• Early Imperial Rome<br>Topic two:<br>• Fifth Century Athens (BCE) | **People, power and authority**<br><br>Topic one:<br>• Ancient Rome — Civil War and the breakdown of the Republic<br>Topic two:<br>• Julius Caesar |

# Assessment

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

**Formative assessments**

| Unit 1 | Unit 2 |
|---|---|
| FIA1<br>• Examination — short responses to historical sources | FIA3<br>• Investigation — historical essay based on research |
| FIA2<br>• Investigation – independent source investigation | FIA4<br>• Examination – essay in response to historical source |

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% |

FOR FURTHER INFORMATION PLEASE CONTACT:       Ms T Taylor (ttayl300@eq.edu.au)

# Biology
## General senior subject

**PRE-REQUISITES:** **It is recommended that students will have achieved a minimum of a B standard in Year 10 Science.**

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 will learn valuable skills required for the scientific investigation of questions and will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. 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, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

## Pathways

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

## Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- Investigate phenomena

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Cells and multicellular organisms**<br>• Cells as the basis of life<br>• Exchange of nutrients and wastes<br>• Cellular energy, gas exchange and plant physiology | **Maintaining the internal environment**<br>• Homeostasis – thermoregulation and osmoregulation<br>• Infectious disease and epidemiology | **Biodiversity and the interconnectedness of life**<br>• Describing biodiversity and populations<br>• Functioning ecosystems and succession | **Heredity and continuity of life**<br>• Genetics and heredity<br>• Continuity of life on Earth |

# Assessment

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

**Formative assessments**

| Unit 1 | Unit 2 |
|---|---|
| Formative internal assessment 1 (FIA1): 10%<br>• Data test | Formative internal assessment 3 (FIA3): 20%<br>• Research investigation |
| Formative internal assessment 2 (FIA2): 20%<br>• Student experiment | Formative internal assessment 4 (FIA4): 50%<br>• Unit 1 and 2 Examination |

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 | | | |

FOR FURTHER INFORMATION PLEASE CONTACT:      Mrs D Galletly (dgall23@eq.edu.au)
                                             Mrs N Campbell (ncamp85@eq.edu.au)

# Business

**General senior subject**

**PRE-REQUISITES:** It is recommended that students will have achieved a minimum of a C standard in Year 10 English.

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

## Pathways

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

## Objectives

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

- describe business situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Business creation**<br>• Fundamentals of business<br>• Creation of business ideas | **Business growth**<br>• Establishment of a business<br>• Entering markets | **Business diversification**<br>• Competitive markets<br>• Strategic development | **Business evolution**<br>• Repositioning a business<br>• Transformation of a business |

# Assessment

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

**Formative assessments**

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Examination — combination response | 25% | Formative internal assessment 3 (FIA3):<br>• Investigation — business report | 25% |
| Formative internal assessment 2 (FIA2):<br>• Extended response — feasibility report | 25% | Formative internal assessment (FIA4):<br>• Examination — combination response | 25% |

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

**Summative assessments**

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

FOR FURTHER INFORMATION PLEASE CONTACT:     Mr T Meehan (tmeeh5@eq.edu.au)

# Chemistry

## General senior subject

**PRE-REQUISITES:** **It is recommended that students will have achieved a minimum of a B standard in Year 10 Science and at least a B standard in the Year 10 Extension Mathematics components.**

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

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

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

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

## Pathways

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

## Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena

## 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

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

**Formative assessments**

| Unit 1 | Unit 2 |
|---|---|
| Formative internal assessment 1 (FIA1): 20%<br>• Research investigation | Formative internal assessment 3 (FIA3): 20%<br>• Student experiment |
| Formative internal assessment 2 (FIA2): 35%<br>• Data test 10%<br>• Unit 1 Examination 25% | Formative internal assessment 4 (FIA4): 25%<br>• Unit 2 Examination |

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 ||||

FOR FURTHER INFORMATION PLEASE CONTACT:     Mrs D Galletly (dgall23@eq.edu.au)
Mr C Jay (cjay4@eq.edu.au)

# Dance
## General senior subject

**PRE-REQUISITES:**      **It is recommended that students will have achieved a minimum of a C standard in Year 10 English.**

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students will learn about dance as it is now and explore its origins across time and cultures.

Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance, they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.

## Pathways

This subject prepares young people for participation in the 21st century. Dance has the means to prepare students for future possibilities, with transversal skills and the capacity for flexible thinking and doing. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement. Critical thinking and literacy skills are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world. Dance develops individuals who are culturally intelligent, creative, and complex and critically reflective thinkers.

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

## Objectives

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

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and dance skills.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Moving bodies** <br> How does dance communicate meaning for different purposes and in different contexts? | **Moving through environments** <br> How does the integration of the environment shape dance to communicate meaning? | **Moving statements** <br> How is dance used to communicate viewpoints? | **Moving my way** <br> How does dance communicate meaning for me? |

## Assessment

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

**Formative assessments**

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (IA1): <br> • Performance | 20% | Formative internal assessment 3 (IA3): <br> • Dance work | 35% |
| Formative internal assessment 2 (IA2): <br> • Choreography | 20% | | |
| Formative internal assessment (EA): 25% <br> • Examination — extended response | | | |

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> • Performance | 20% | Summative internal assessment 3 (IA3): <br> • Dance work | 35% |
| Summative internal assessment 2 (IA2): <br> • Choreography | 20% | | |
| Summative external assessment (EA): 25% <br> • Examination — extended response | | | |

FOR FURTHER INFORMATION PLEASE CONTACT:     Ms J Coutts (jcout15@eq.edu.au)

# Digital Solutions
## General senior subject

**PRE-REQUISITES:** **It is recommended that students will have achieved a minimum of a B standard in Year 10 Mathematics and at least a C standard in Year 10 Extension Mathematics components**

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

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

## Pathways

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

## Objectives

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

recognise and describe elements, components, principles and processes

symbolise and explain information, ideas and interrelationships

analyse problems and information

determine solution requirements and criteria

synthesise information and ideas to determine possible digital solutions

generate components of the digital solution

evaluate impacts, components and solutions against criteria to make refinements and justified recommendations

make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## Computer Access:

This is a computer-based subject. It is expected that the student is able to provide their own Window 2 in-1 device or laptop, in order to complete the required activities. The laptop must have MS Office 2016 (or 2019) and Python 3.9 installed and be able to connect to the school's 5GHz wireless network. MS Office and Python are free programs available for students to download

## Structure

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

## Assessment

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

### Formative assessments

| Unit 1 | Unit 2 |
|---|---|
| Formative Assessment 1 (FA1):<br>• Investigation – Technical Proposal | Formative Assessment 2 (FA2):<br>• Project – Folio |
| Formative Assessment 3 (FA3):<br>• Project – Digital Solution | |

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 — technical proposal | 20% | Summative internal assessment 3 (IA3):<br>• Project — folio | 25% |
| Summative internal assessment 2 (IA2):<br>• Project — digital solution | 30% | Summative external assessment (EA):<br>• Examination | 25% |

• FOR FURTHER INFORMATION PLEASE CONTACT:     Mr T Lever (tleve19@eq.edu.au)

# Drama
## General senior subject

**PRE-REQUISITES:** **It is recommended that students will have achieved a minimum of a C standard in Year 9/10 Drama and English.**

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

## Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

## Objectives

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

- ddemonstrate skills of drama
- apply literacy skills
- interpret purpose, context and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Share**<br>How does drama promote shared understandings of the human experience? | **Reflect**<br>How is drama shaped to reflect lived experience? | **Challenge**<br>How can we use drama to challenge our understanding of humanity? | **Transform**<br>How can you transform dramatic practice? |

## Assessment

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

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (IA1):<br>• Performance | 20% | Formative internal assessment 3 (IA3):<br>• Practice-led project | 35% |
| Formative internal assessment 2 (IA2):<br>• Dramatic concept | 20% | | |
| Formative internal assessment (EA): 25%<br>• Examination — extended response | | | |

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>• Performance | 20% | Summative internal assessment 3 (IA3):<br>• Practice-led project | 35% |
| Summative internal assessment 2 (IA2):<br>• Dramatic concept | 20% | | |
| Summative external assessment (EA): 25%<br>• Examination — extended response | | | |

FOR FURTHER INFORMATION PLEASE CONTACT:          Ms J Coutts (jcout15@eq.edu.au)

# Economics

## General senior subject

**PRE-REQUISITES:** **It is recommended that students will have achieved a minimum of a C standard in Year 10 English and Humanities. Students who have studied Business Studies in Year 10 and achieved a minimum of a C standard would be well placed to enrol in this subject.**

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision making is core: how to allocate and distribute scarce resources to maximise well-being.

The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. Within this context, students study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions.

## Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

## Objectives

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

- Comprehend economic concepts, principles and models.
- Analyse economic issues.
- Evaluate economic outcomes
- Create responses that communicate economic meanig to suit the intended purpose

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Markets and models**<br>Topic one:<br>• The basic economic problem<br>Topic two:<br>• Economic flows<br>Topic three:<br>• Market forces | **Modified markets**<br>Topic one:<br>• Markets and efficiency<br>Topic two:<br>• Inequality | **International economics**<br>Topic one:<br>• International trade<br>Topic two:<br>• Global economic issues | **Contemporary macroeconomics**<br>Topic one:<br>• Macroeconomic objectives and theory<br>Topic two:<br>• Economic indicators and past budget stances<br>Topic three:<br>• Economic management |

## Assessment

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

**Formative assessments**

| Unit 1 | Unit 2 |
|---|---|
| FIA 1<br>• Examination — combination response | FIA 3<br>• Examination — extended response |
| FIA 2<br>• Investigation – research report | FIA 4<br>• Examination — combination response |

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>• Examination — extended response to stimulus | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation — research report | 25% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

FOR FURTHER INFORMATION PLEASE CONTACT: Ms T Taylor (ttayl300@eq.edu.au)

# English

## General senior subject

**PRE-REQUISITES:**      **It is recommended that students will have achieved a minimum of a C standard in Year 10 English. This subject is not compatible with Essential English.**

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts. 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 |
| **Persuasive Speech**<br>**Literary Article** | **Short Story Exam**<br>**External Exam** | **Persuasive Speech**<br>**Literary Article** | **Short Story Exam**<br>**External Exam -**<br>**Analytical Essay** |

## Assessment

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

### Formative assessments

| Unit 1 | Unit 2 |
|---|---|
| **Persuasive Speech**<br>Formative internal assessment 1 (FIA1):<br>Extended response — written response for a public audience (25%) | **Short Story Exam**<br>Summative internal assessment 3 (IA3):<br>Examination — imaginative written response |
| **Literary Article**<br>Formative internal assessment 2 (FIA2):<br>Extended response —audience (25%) | **Analytical Essay Exam**<br>Formative external assessment (FIA4):<br>Examination — analytical written response (25%) |

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

### 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% |

FOR FURTHER INFORMATION PLEASE CONTACT:　　　Ms J Burnett (jburn334@eq.edu.au)

# English & Literature Extension
## General senior subject

**PRE-REQUISITES:** **It is recommended that students will have achieved a minimum of a B standard in Year 11 English and continue enrolment in Year 12 English. This subject is not compatible with Essential English.**

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and therefore offers more challenge than other English courses as it builds on the study students have already undertaken. English & Literature Extension provides a theorised study of literature, and ways for students to understand themselves and the potential of literature to expand the scope of their experiences. Students ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social cultural and textual understandings about literary texts and the ways they might be interpreted and valued. Students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken/signed extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

## Pathways

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

## Objectives

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

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

## Structure

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

| Unit 3 | Unit 4 |
|---|---|
| **Ways of reading**<br>• Readings and defences<br>• Complex transformation and defence | **Exploration and evaluation**<br>• Extended academic research paper<br>• Application of theory |

## 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).

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Extended response — reading and defence | 20% | Summative internal assessment 3 (IA3):<br>• Extended response — academic research paper | 35% |
| Summative internal assessment 2 (IA2):<br>• Extended response — complex transformation and defence | 20% | Summative external assessment (EA):<br>• Examination — theorised exploration of unseen text | 25% |

FOR FURTHER INFORMATION PLEASE CONTACT:       Ms J Burnett (jburn334@eq.edu.au)

# Literature
## General senior subject

**PRE-REQUISITES:** **It is recommended that students will have achieved a minimum of a C standard in Year 10 English. This subject is not compatible with Essential English.**

The 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 are offered opportunities to develop this capacity by drawing on a repertoire of resources 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.

## 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 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 text
- 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 literacy texts are received and responded to<br>• How textual choices affect readers<br>• Creating analytical and imaginative tasks | **Intertextuality**<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

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

**Formative assessments**

| Unit 1 | Unit 2 |
|---|---|
| **Analytical Essay Exam on Literature** (FIA1):<br>Formative internal assessment 1<br>Examination – analytical written response (25%) | **Short Story** (FIA3):<br>Formative internal assessment 3 (25%)<br>Extended response — written response **(**25%) |
| **Spoken Imaginative Multi-Modal** (FIA2)<br>Formative internal assessment 2 (25%) | **Analytical Essay Exam on Literature** (FIA4)<br>Examination — analytical written response (25%) |

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

| 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% |

FOR FURTHER INFORMATION PLEASE CONTACT:          Ms J Burnett (jburn334@eq.edu.au)

# Film, Television & New Media

**General senior subject**

**PRE-REQUISITES:**      **It is recommended that students will have achieved a minimum of a C standard in Year 10 English and Media Arts.**

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will 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.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

## Pathways

The processes and practices of Film, Television & New Media, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.

## Objectives

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

- design moving-image media products
- create moving-image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving-image media products
- evaluate film, television and new media products, practices and viewpoints

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Foundation**<br>• Technologies<br>• Institutions<br>• Languages | **Stories**<br>• Representations<br>• Audiences<br>• Languages | **Participation**<br>• Technologies<br>• Audiences<br>• Institutions | **Artistry**<br>• Technologies<br>• Representations<br>• Languages |

## Assessment

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

**Formative assessments**

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

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 production | 35% |
| Summative internal assessment 2 (IA2):<br>• Multi-platform content project | 25% | | |
| Summative external assessment (EA): 25%<br>• Examination — extended response | | | |

FOR FURTHER INFORMATION PLEASE CONTACT:        Ms J Coutts (jcout15@eq.edu.au

# French
## General senior subject

General

**PRE-REQUISITES:**     **It is recommended that students will have achieved a minimum of a C standard in Year 10 French.**

French offers students the chance to understand the French language and its communities. It helps them navigate different cultures and languages effectively. Students engage in various interactions to exchange meaning, develop intercultural awareness, and become active participants in understanding and creating written, spoken, and visual texts.

Through communication with French-speaking communities, students learn about language's purpose and nature while gaining insight into linguistic structures. They acquire language skills in social and cultural environments, communicating in different contexts for various purposes.

Students explore and evaluate different text types, adapting their thinking to incorporate linguistic and intercultural knowledge and textual conventions. They create texts for different contexts, audiences, and purposes. Communication is at the core of language development, and students actively participate in understanding and creating written, spoken, and visual texts.

Language acquisition occurs in social and cultural settings, requiring students to communicate appropriately in various contexts. As students evaluate different types of texts, they develop critical and creative thinking skills, intellectual flexibility, and problem-solving abilities. Using language meaningfully to exchange information, ideas, and perspectives relevant to their own experiences enables students to evaluate and create texts for various contexts, purposes, and audiences.

Student-centred learning is crucial for meaningful language acquisition.

The ability to communicate in an additional language, such as French, is a valuable 21st-century skill. It equips students with the knowledge, understanding, and skills necessary for active participation in a global society. Communication in an additional language broadens students' horizons and opportunities as global citizens.

Acquiring an additional language contributes to intellectual, educational, linguistic, metacognitive, personal, social, and cultural development. It requires discipline, systematic learning approaches, effective planning, organisation, self-management, and self-monitoring.

## Pathways

A course of study in French 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 French 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 French 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 French.

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## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Ma vie — My world**<br>• Family/carers<br>• Peers<br>• Education | **L'exploration du monde — Exploring our world**<br>• Travel and exploration<br>• Social customs<br>• French influences around the world | **Notre société; culture et identité — Our society; culture and identity**<br>• Lifestyles and leisure<br>• The arts, entertainment and sports<br>• Groups in society | **Monn avenir — My future**<br>• Future choices |

## Assessment

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

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1)<br>• Examination — short response | 15% | Formative internal assessment 3 (FIA3):<br>• Multimodal presentation and interview | 30% |
| Formative internal assessment 2 (FIA2):<br>• Examination — extended response | 30% | Formative internal assessment 4 (FIA4):<br>• Examination — combination response | 25% |

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

### Summative assessments

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

FOR FURTHER INFORMATION PLEASE CONTACT: Mr G Edwards   (gedwa31@eq.edu.au)

# Geography
**General senior subject**

**PRE-REQUISITES:** **It is recommended that students will have achieved a minimum of a C standard in Year 10 English and Humanities.**

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales. Fieldwork is central to the study of Geography. It provides authentic opportunities for students to 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
- propose action
- communicate geographical understanding using appropriate forms of geographicial communication

## Structure

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

# Assessment

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

**Formative assessments**

| Unit 1 | Unit 2 |
|---|---|
| Summative internal assessment 1 (FIA1):<br>• Examination — combination response | Summative internal assessment 3 (FIA3):<br>• Investigation — data report |
| Summative internal assessment 2 (FIA2):<br>• Investigation — field report | |

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% |

FOR FURTHER INFORMATION PLEASE CONTACT: Ms T Taylor (ttayl300@eq.edu.au)

# Japanese

**General senior subject**

**PRE-REQUISITES:** It is recommended that students will have achieved a minimum of a C standard in Year 10 Japanese.

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. 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 — **My world**<br>- Family/carers<br>- Peers<br>- Education | 私達の世界をたんけんする — **Exploring our world**<br>- Travel and exploration<br>- Social customs<br>- Japanese influences around the world | 私達の社会、文化とアイデンティティー **Our society; culture and identity**<br>- Lifestyles and leisure<br>- The arts, entertainment and sports<br>- Groups in society | 私の現在と将来 — **My present; my future**<br>- The present<br>- Future choices |

# Assessment

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

**Formative assessments**

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (IA1)<br>•    Examination — short response | 20% | Formative internal assessment 3 (IA3):<br>• Multimodal presentation and interview | 30% |
| Formative internal assessment 2 (IA2):<br>• Examination — extended response | 25% | Formative internal assessment 4 (IA4):<br>• Examination — combination response | 25% |

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

**Summative assessments**

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Examination — short response | 20% | Summative internal assessment 3 (IA3):<br>• Multimodal presentation and interview | 30% |
| Summative internal assessment 2 (IA2):<br>• Examination — extended response | 25% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

FOR FURTHER INFORMATION PLEASE CONTACT:    Mr G Edwards  (gedwa31@eq.edu.au)

# Legal Studies

**General senior subject**

**PRE-REQUISITES:**  **It is recommended that students will have achieved a minimum of a C standard in Year 10 English and Humanities.**

Legal Studies focuses on the interaction between society and the discipline of law. 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. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences. Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

## Pathways

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

## Objectives

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

## Structure

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

# Assessment

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

| Unit 1 | Unit 2 |
|---|---|
| FIA1<br>• Examination — combination response | FIA3<br>• Investigation – analytical essay |
| FIA2<br>• Investigation – inquiry report | FIA 4<br>• Examination — combination response |

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 — analytical essay | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation — inquiry report | 25% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

FOR FURTHER INFORMATION PLEASE CONTACT:       Ms T Taylor (ttayl300@eq.edu.au)

# General Mathematics

**PRE-REQUISITES:**     **It is recommended that students will have achieved a minimum of a high B standard in Year 10 Mathematics.**

The major domains in General Mathematics are number, algebra, measurement, geometry, statistics, networks and matrices.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

# Structure

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

# Assessment

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

### Formative assessments

| Unit 1 | | Unit 2 | |
|--------|--------|--------|--------|
| Formative internal assessment 1 (IA1):<br>• Problem-solving and modelling task | 20% | Formative internal assessment 3 (IA3):<br>• Examination | 50% |
| Formative internal assessment 2 (IA2):<br>• Examination | 30% | | |

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 | | | |

FOR FURTHER INFORMATION PLEASE CONTACT:  Mr B Woolley (bwool59@eq.edu.au)

# Mathematical Methods

**General senior subject**

| PRE-REQUISITES: | Students must have studied the Year 10 Extension Mathematics course and achieved an A standard in Year 10 Mathematics and at least a high B standard in the extension components. |
|---|---|

The major domains in Mathematical Methods 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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

# Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Surds, algebra, functions and probability**<br>• Surds and quadratic functions<br>• Binomial expansion and cubic functions<br>• Functions and relations<br>• Trigonometric functions<br>• Probability | **Calculus and further functions**<br>• Exponential functions<br>• Logarithms and logarithmic functions<br>• Introduction to differential calculus<br>• Applications of differential calculus<br>• Further differentiation | **Further calculus and introduction to statistics**<br>• Differentiation of exponential and logarithmic functions<br>• Differentiation of trigonometric functions and differentiation rules<br>• Further applications of differentiation<br>• Introduction to integration<br>• Discrete random variables | **Further calculus, trigonometry and statistics**<br>• Further integration<br>• Trigonometry<br>• Continuous random variables and the normal distribution<br>• Sampling and proportions<br>• Interval estimates for proportions |

# Assessment

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

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (IA1):<br>• Problem-solving and modelling task | 20% | Formative internal assessment 3 (IA3):<br>• Examination | 50% |
| Formative internal assessment 2 (IA2):<br>• Examination | 30% | | |

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><div align="center">• Examination</div> | | | |

FOR FURTHER INFORMATION PLEASE CONTACT:     Mr B Woolley (bwool59@eq.edu.au)

# Specialist Mathematics
## General senior subject

**PRE-REQUISITES:** **Students must have studied the Year 10 Extension Mathematics course and achieved an A standard in Year 10 Mathematics and at least a high B standard in the extension components.**

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

# 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, proof, vectors and matrices**<br>• Combinatorics<br>• Introduction to proof<br>• Vectors in the plane<br>• Algebra of vectors in two dimensions<br>• Matrices | **Complex numbers, further proof, trigonometry, functions and transformations**<br>• Complex numbers<br>• Complex arithmetic and algebra<br>• Circle and geometric proofs<br>• Trigonometry and functions<br>• Matrices and transformations | **Further complex numbers, proof, vectors and matrices**<br>• Further complex numbers<br>• Mathematical induction and trigonometric proofs<br>• Vectors in two and three dimensions<br>• Vector calculus<br>• Further matrices | **Further calculus and statistical inference**<br>• Integration techniques<br>• Applications of integral calculus<br>• Rates of change and differential equations<br>• Modelling motion<br>• Statistical inference |

# Assessment

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

### Formative assessments

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (IA1):<br>• Problem-solving and modelling task | 20% | Formative internal assessment 3 (IA3):<br>• Examination | 50% |
| Formative internal assessment 2 (IA2):<br>• Examination | 30% | | |

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 | | | |

FOR FURTHER INFORMATION PLEASE CONTACT:      Mr B Woolley (bwool59@eq.edu.au)

# Modern History

**General senior subject**

**PRE-REQUISITES:** It is recommended that students will have achieved a minimum of a C standard in Year 10 English and Humanities.

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow. Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces.

## 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:
- devise historical questions and conduct research
- Comprehend terms, concepts and issues
- analyse evidence from historical sources
- synthesise evidence 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> Topic one: <br> • Australian Frontier Wars, 1788–1930s <br> Topic two: <br> • Russian Revolution, 1905 – 1920s | **Movements in the modern world** <br> Topic one: <br> • Independence movement in India, 1857–1947 <br> Topic two: <br> • Women's movement since 1893 | **National experiences in the modern world** <br> Topic one: <br> • China since 1931 <br> Topic two: <br> • Germany since 1931 | **International experiences in the modern world** <br> Topic one: <br> • Australian engagement with Asia since 1945 <br> Topic two: <br> • Cold War, 1945–1991 |

# Assessment

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

| Unit 1 | Unit 2 |
|---|---|
| FIA 1<br>• Examination – essay in response to historical sources | FIA 3<br>Investigation – historical essay based on research |
| FIA 2<br>• Independent source investigation | FIA 4<br>• Examination – short response to historical sources |

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% |

FOR FURTHER INFORMATION PLEASE CONTACT: Ms T Taylor (ttayl300@eq.edu.au)

# Music

**General senior subject**

**PRE-REQUISITES:** **It is recommended that students will have achieved a minimum of a C standard in 2 semesters of Year 9/10 Music. Minimum level of Grade 2 AMEB theory is highly recommended. The ability to read music and a background in instrumental music or vocal performance is desirable.**

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

## Pathways

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

## Objectives

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

- demonstrate technical skills
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music
- 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

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

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (IA1):<br>• Performance | 20% | Formative internal assessment 3 (IA3):<br>• Project | 35% |
| Formative internal assessment 2 (IA2):<br>• Composition | 20% | | |
| Formative internal assessment (EA): 25%<br>• Examination — extended response | | | |

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>• Performance | 20% | Summative internal assessment 3 (IA3):<br>• Project | 35% |
| Summative internal assessment 2 (IA2):<br>• Composition | 20% | | |
| Summative external assessment (EA): 25%<br>• Examination — extended response | | | |

FOR FURTHER INFORMATION PLEASE CONTACT:        Mr A Baxter (abaxt0@eq.edu.au)

# Music Extension

**General senior subject**

**PRE-REQUISITES:** It is recommended that students will have achieved at least a B standard in Year 11 Music and continue enrolment in Year 12 Music.

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students 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 **Composition specialisation** (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

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

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. Students develop transversal skills, becoming adaptable and innovative problem-solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world.

## Pathways

A course of study in Music Extension can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

## Objectives

### Common objectives

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

- analyse music
- apply literacy skills
- evaluate music.

### Specialist objectives

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **composition** will also:

- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **performance** will also:

- 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).

**Note:** The Summative external assessment (EA): Examination — extended response is the same assessment for all three specialisations.

**Summative assessments — Composition specialisation**

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

**Summative assessments — Performance specialisation**

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

FOR FURTHER INFORMATION PLEASE CONTACT:        Mr A Baxter (abaxt0@eq.edu.au)

# Physical Education

**General senior subject**

**PRE-REQUISITES:** **It is recommended that students will have achieved a minimum of a B standard in Year 10 Health and Physical Education. Students need to be capable in both the theoretical and practical components of the course.**

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students 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 and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

## 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 and biomechanics in physical activity**<br>• Motor learning in physical activity<br>• Functional anatomy and biomechanics in physical activity | **Sport psychology and equity in physical activity**<br>• Sport psychology in physical activity<br>• Equity — barriers and enablers | **Tactical awareness and ethics in physical activity**<br>• Tactical awareness in physical activity<br>• Ethics and integrity in physical activity | **Energy, fitness and training in physical activity**<br>• Energy, fitness and training integrated in physical activity |

## Assessment

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

**Formative assessments**

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (FIA1):<br>• Examination – combination response | 25% | Formative internal assessment 3 (FIA3):<br>• Project - Folio | 25% |
| Formative internal assessment 2 (FIA2):<br>• Project - Folio | 25% | Formative internal assessment 4 (FIA4):<br>• Investigation - report | 25% |

In Units 3 and 4 students complete four summative assessments. A wide range of assessment techniques are used throughout the course including project folios, investigation reports and internal and external examinations. Students will also be required to gather and edit video evidence of their physical activity performances for assessment purposes. 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 | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation — report | 25% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

## Risk Management

Some learning activities in this subject involve an inherent level of risk. Acceptance into the subject will require parent or guardian consent. Details of the risks will be provided in the consent letter which is to be returned with the subject selection form.

FOR FURTHER INFORMATION PLEASE CONTACT:        Mrs E McCulloch (emccu33@eq.edu.au)

# Physics
## General senior subject

**PRE-REQUISITES:** **It is recomended that students will have achieved a minimum of a B standard in Year 10 Science and at least a B standard in the Year 10 Extension Mathematics components.**

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.

## 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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena

## 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

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

**Formative assessments**

| Unit 1 | Unit 2 |
|---|---|
| Formative internal assessment 1 (FIA1): 20%<br>• Research Investigation | Formative internal assessment 4 (FIA4): 20%<br>• Student experiment |
| Formative internal assessment 2 (FIA2): 35%<br>• Unit 1 Examination | Formative internal assessment 5 (FIA5): 25%<br>• Unit 2 Examination |

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

FOR FURTHER INFORMATION PLEASE CONTACT:     Mrs D Galletly (dgall23@eq.edu.au)
Mr W McAuley (wcmca0@eq.edu.au)
Ms J Cai (jxcai2@eq.edu.au)

# Visual Art
## General senior subject

**PRE-REQUISITES:** **It is recommended that students will have achieved a minimum of a C standard in Year 9/10 Visual Arts or Media Arts and English.**

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students 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.

## Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

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, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, 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 influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Art as lens**<br>• Concept: lenses to explore the material world<br>• Contexts: personal and contemporary<br>• Focus: people, place, objects | **Art as code**<br>• Concept: art as a coded visual language<br>• Contexts: formal and cultural<br>• Focus: codes, symbols, signs and art conventions | **Art as knowledge**<br>• Concept: constructing knowledge as artist and audience<br>• Contexts: contemporary, personal, cultural and/or formal<br>• Focus: student-directed | **Art as alternate**<br>• Concept: evolving alternate representations and meaning<br>• Contexts: contemporary, personal, cultural and/or formal<br>• Focus: student-directed |

## Assessment

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

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (IA1):<br>• Investigation — inquiry phase 1 | 20% | Formative internal assessment 3 (IA3):<br>• Project — inquiry phase 3 | 30% |
| Formative internal assessment 2 (IA2):<br>• Project — inquiry phase 2 | 25% | | |
| Formative internal assessment (EA): 25%<br>• Examination — extended response | | | |

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 — inquiry phase 1 | 20% | Summative internal assessment 3 (IA3):<br>• Project — inquiry phase 3 | 30% |
| Summative internal assessment 2 (IA2):<br>• Project — inquiry phase 2 | 25% | | |
| Summative external assessment (EA): 25%<br>• Examination — extended response | | | |

FOR FURTHER INFORMATION PLEASE CONTACT:　　　Ms J Coutts (jcout15@eq.edu.au)
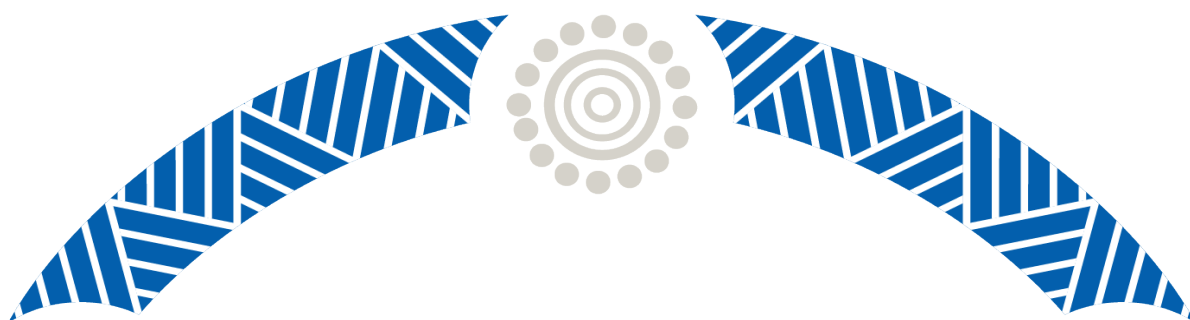
# Applied Subjects
# and
# Vocational Education
# Training Courses

The information provided in these subject descriptions was provided by the Queensland Curriculum and Assessment Authority and Training.gov and was correct at the time of printing

## VOCATIONAL EDUCATION TRAINING COURSES

Vocational Education and Training (VET) is "education and training for work" and part of a broader educational network in Australia that includes schools, universities, and adult and community education. (www.qcaa.qld.edu.au) Pimlico State High School is a registered training organisation (RTO 30087) and delivers Courses which are nationally registered. As part of their course of study students may also undertake other Certificate Courses at levels II, III or IV which are provided by external RTOs. The information about these courses on the following pages identifies the RTO who is responsible for delivery and the fees to be paid.

With regard to Certificate courses delivered by Pimlico SHS under its scope of registration:

1. Pimlico State High School is committed to completing the outlined training and assessment once students have started study in their chosen qualification/s or course/s from the course start date and are meeting all of their student responsibilities. Students who enter the course after the start date will have a negotiated package of units that will lead to a statement of attainment.

2. In the event of losing the specialist trainer, and the school as RTO 30087 being unable to obtain a suitable replacement, Pimlico State High School will, if possible, arrange for agreed training and assessment to be completed through another RTO. (Fees may be incurred.) Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained. If transfer is not possible, the school will gain a written agreement for a change of subject/course from the student and parent.

3. The school as RTO 30087 guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and VET information provided in the student induction booklet. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

   The school RTO 30087 does not guarantee that a learner will obtain a qualification or statement of attainment by studying at Pimlico SHS.

4. Pimlico State High School does not charge students a separate fee for VET courses under its scope of registration. All students are required to contribute to resource costs either by participating in the Student Resource Scheme, or by purchasing their own textbooks and other resources and paying the relevant subject charges. The fee is payable at the beginning of the school year. There may be some additional costs for resources which are payable on a need's basis.

# Aquaculture
## Certificate II in Aquaculture SFI20119
*DELIVERED BY PIMLICO STATE HIGH SCHOOL RTO 30087*

**Certificate**

**PRE-REQUISITES:** **There are no formal entry requirements for this course. It is recommended that students have achieved a minimum of a C standard in Year 10 English to demonstrate sufficient spoken and written comprehension to understand training material and to successfully complete all study and assessment requirements. Students need to demonstrate independent learning skills.**

Aquaculture is designed to reflect the role of individuals who wish to work as aquaculture attendants to support the care of aquatic stock in the aquaculture sector of the seafood industry. In this role, these individuals undertake a range of routine tasks such as handling, feeding and monitoring stock, and monitoring environmental conditions under the direction of a supervisor.

All work is carried out to comply with workplace procedures, according to state/territory health and safety, food safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace.

This certificate supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic and international Aquaculture industries.

Content is delivered in a face-to-face classroom environment through Certificate II Aquaculture classes or via course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops etc.

## Pathways

A course of study in Aquaculture can establish a basis for further education and employment in sustainable seafood production such as aquaculture farms, aquarium wholesalers and retailers, hatcheries and nurseries and live post-harvest holding facilities.

## Vocational Outcome

Successful completion of all the units of competency will lead to the awarding of Certificate II in Aquaculture. This certificate is nationally recognised

## Learning and Assessment

A range of assessment techniques are used to determine whether students have achieved competency in the outcomes required. These include a folio of class work, projects, practical tasks, exams and teacher observations.

A Level of Achievement will not be awarded for this course. Assessment is entirely competency based.

## Learning Experiences

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

- Handle, feed and harvest stock
- Inspect and clean aquatic work equipment
- Meet workplace health and safety requirements and apply basic seafood handling and safety practices
- Communicate and work effectively in the seafood industry
- Apply chemicals under supervision
- Operate and maintain a recirculating aquaculture system

## Course Outline SFI20119 Cert II Aquaculture

| Unit Code | Unit Name | Core/Elective |
|---|---|---|
| SFIAQU202 | Handle Stock | Core |
| SFIBI0201 | Inspect and clean aquatic work equipment | Core |
| SFIWHS201 | Meet workplace health and safety requirements | Core |
| SFIXSI102 | Communicate in the seafood industry | Core |
| SFIXSI201 | Work effectively in the seafood industry | Core |
| SFIAQU204 | Undertake routine maintenance of water supply and disposal systems and structures | Elective |
| SFIAQU207 | Monitor stock and environmental conditions | Elective |
| SFIAQU211 | Maintain stock culture, holding and other farm structures | Elective |
| SFIAQU217 | Feed stock | Elective |
| SFIAQU212 | Operate and maintain a recirculating aquaculture system | Elective |
| SFIEMS201 | Participate in environmentally sustainable work practices | Elective |
| SFIAQU205 | Monitor water quality | Elective |

## Structure

Evidence contributing towards competency will be collected throughout the program.  This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Assessments include Reports, Observations, Folio, Written tests through Qlearn, Roleplay and Logbooks

**NOTE: From time to time, project delivery may require a mandatory 'outside subject' component (e.g., before or after school).**

| TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|---|---|---|---|
| Introduction to working in the aquaculture industry | Maintaining a recirculating aquaculture system | Aquaculture facility and resource daily management | Routine maintenance of aquaculture facility |

| TERM 5 | TERM 6 | TERM 7 | |
|---|---|---|---|
| Maintaining a recirculating aquaculture system 2 | Aquaculture facility and resource daily management 2 | Future sustainability in the seafood industry | |

## COST

Course cost is approx. $100 (resource fee, payable on enrolment in the course).

FOR FUTHER INFORMATION PLEASE CONTACT:     Mrs D Galletly (dgall23@eq.edu.au)
Mr J Gaskell (jgask3@eq.edu.au)

# Aquatic Practices
## Applied senior subject

**PRE-REQUISITES:** For students to fully participate in Aquatic Practices they need to be able to swim 400m without stopping and scull/float/tread water for 10 minutes in a swimming pool.

**Students will need to complete water safety testing at the end of year 10 to ensure that all course components can be completed safely. They may also be required to complete an interview to be accepted into the course based on the number of applicants.**

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

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

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

## Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities.

## 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 conclusions and outcomes in aquatic contexts.
- Plan investigations and projects

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Aquariums and aquaculture**<br>This unit explores the historical and cultural aspects of aquaculture, examining both biotic and abiotic system components. Students will learn to monitor, maintain, and analyse water quality, understand industry management and regulations, and study the production, processing, and marketing of aquaculture products. Additionally, they will explore career and business opportunities within the industry. | **Aquatic ecosystems**<br>This unit delves into the biodiversity of aquatic ecosystems, examining their biotic and abiotic components, and the processes that degrade and restore them. Students will identify species, assess water quality and ecosystem threats, and understand the cultural importance of waterways to Aboriginal, Torres Strait, and Australian communities. Additionally, they will learn conservation and management strategies and evaluate current ecosystem management practices. | **Using the aquatic environment**<br>This unit examines human interactions with aquatic environments, offering students opportunities to earn a PADI SCUBA Open Water certificate or a boating license. It covers the use, maintenance, and safety of specialized aquatic equipment, explores career pathways in the field, and analyses factors affecting recreational and commercial aquatic activities. | **Recreational and commercial fishing**<br>This unit explores the importance of fishing, various fishing techniques, reasons for fishery declines, and sustainable management practices. Students will assess the status of fishery species, the role of artificial reefs, and learn to identify common aquatic organisms. They will also simulate capture-recapture scenarios, practice safe seafood handling, and evaluate digital technology in fisheries. |

Safety and management are central to all aspects of Aquatic Practices. Responsible actions in all water related activities is vital to the safety of people in work related and recreational activities.

## Assessment

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

**Formative assessments**

| Unit 1 | Unit 2 |
|---|---|
| Formative internal assessment 1:<br>• Practical project (D2) | Formative internal assessment 3:<br>• Applied investigation (A1) |
| Formative internal assessment 2:<br>• Applied investigation (D1) | Formative internal assessment 4:<br>• Practical project (A2) |

In Units 3 and 4 students complete four summative assessments. Assessment for Units 3 and 4 is used to determine the student's exit result.

**Summative assessments**

| Unit 3 | Unit 4 |
|---|---|
| Summative internal assessment 1:<br>• Applied Investigation (E1) | Summative internal assessment 3:<br>• Applied investigation (C1) |
| Summative internal assessment 2:<br>• Practical project (E2) | Summative internal assessment 4:<br>• Practical project (C2) |

## COST

There will also be a levy to cover costs such as SCUBA exams, pool hire and transport.  The cost of the levy in 2026 will be $150. Students should be aware that they may be required to pay all outstanding school fees and a portion of their subject levy this year to secure their spot in the course if interest numbers are high for the subject.

Students are also required to purchase their own snorkelling gear (mask, snorkel, fins).

## Risk Management

Some learning activities in this subject involve an inherent level of risk.  Acceptance into the subject will require parent or guardian consent. Details of the risks will be provided in the consent letter which is to be returned with the subject selection form.

FOR FURTHER INFORMATION PLEASE CONTACT:     Mrs D Galletly (dgall23@eq.edu.au)
Mr G Anderson (gande68@eq.edu.au)
Ms T Taylor (ttayl300@eq.edu.au)

# Building & Construction Skills

**Applied senior subject**

**PRE-REQUISITES:**     **Year 10 Industrial Technology and Design would be beneficial.**

Building & Construction Skills includes the study of the building and construction industry's practices and production processes through students' application in, and through, trade learning contexts. Industry practices are used by building and construction enterprises to manage the construction of structures from raw materials. Production processes combine the production skills and procedures required to construct structures. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of high-quality structures at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and civil construction industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes and organise, calculate, plan, evaluate and adapt production processes and the structures they construct. The majority of learning is done through construction tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

## Pathways

A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

## Objectives

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and structures
- adapt plans, skills and procedures.

## Structure

Building & Construction Skills is a four-unit course of study.

| Unit | Unit title |
|------|-----------|
| **Unit A** | **Site preparation and foundations** |
| **Unit B** | **Framing and cladding** |
| **Unit C** | **Fixing and finishing** |
| **Unit D** | **Construction in the domestic building industry** |

# Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Building & Construction Skills are:

| Technique | Description | Response requirements |
|---|---|---|
| **Practical demonstration** | Students perform a practical demonstration for a unit context artefact and reflect on industry practices, and production skills and procedures. | **Practical demonstration**: the skills and procedures used in 3–5 production processes<br>**Documentation**<br>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media |
| **Project** | Students construct a unit context structure and document the construction process. | **Structure**: 1 unit context structure constructed using the skills and procedures in 5–7 production processes<br>**Documentation**<br>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |

# COST

Course cost is approx. $130.00 (course resources and consumables, payable per in full or per semester)

FOR FURTHER INFORMATION PLEASE CONTACT:          Mr S Singh (ssing91@eq.edu.au)

# Business

## Certificate III in Business BSB30120
*DELIVERED IN PARTNERSHIP WITH BINNACLE TRAINING RTO 31319*

**Certificate**

**PRE-REQUISITES:** Good quality written and spoken communication skills.

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.

Binnacle's Certificate III in Business 'Business in Schools' program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.

QCE Credits: Successful completion of the Certificate III in Business contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE.

## Pathways

Graduates will be able to use their Certificate III in Business

- as an entry level qualification into the Business Services Industries (e.g., customer service adviser, duty manager, administration officer);
- to pursue further tertiary pathways (e.g., Certificate IV, Diploma or Bachelor of Business);
- to improve their chances of gaining tertiary entrance.

## Vocational Outcome

Successful completion of all the units of competency will lead to the awarding of Certificate III in Business.

## Learning and Assessment

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Deliverer) – incorporating delivery of a range of projects and services within their school community. This includes a group project where students design and plan for a new product or service.

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks/experience
- Hands-on activities involving customer interactions
- Group projects
- E-learning projects

## Learning Experiences

- Solving interesting problems
- Leadership
- Innovation and teamwork
- Inclusive practices
- Organising work priorities and personal development
- Assessing risks
- Delivering a service to customers
- Recommending products and services
- Designing and producing business documents
- Examining business opportunities
- Binnacle Boss Entrepreneurship Program

## Course Outline BSB30120 Cert III Business

| Unit Code | Unit Name | Core/Elective |
|---|---|---|
| BSBPEF201 | Support personal wellbeing in the workplace | Core |
| BSBWHS311 | Assist with maintaining workplace safety | Core |
| BSBSUS211 | Participate in sustainable work practices | Core |
| BSBTWK301 | Use inclusive work practices | Core |
| BSBXCM301 | Engage in workplace communication | Core |
| BSBCRT311 | Apply critical thinking skills in a team environment | Core |
| BSBPEF301 | Organise personal work priorities | Elective |
| FNSFLT311 | Develop and apply knowledge of personal finance | Elective |
| BSBXTW301 | Work in a team | Elective |
| BSBTEC301 | Design and produce business documents | Elective |
| BSBWRT311 | Write simple documents | Elective |
| BSBTEC303 | Create electronic presentations | Elective |
| BSBOPS304 | Deliver and monitor a service to customers | Elective |

## Structure

Evidence contributing towards competency will be collected throughout the program.  This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

**NOTE: From time to time, project delivery may require a mandatory 'outside subject' component (e.g., before or after school).**

| TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|---|---|---|---|
| <ul><li>Introduction to the Business Services industry</li><li>Introduction to entrepreneurship</li><li>Introduction to personal finances</li><li>Introduction to tourism</li></ul> | <ul><li>Research topics and create a group presentation</li></ul> | <ul><li>Workplace Health and Safety</li><li>Participate in Sustainable Work Practices</li></ul> | <ul><li>Develop and apply knowledge of personal finances</li></ul> |
| **TERM 5** | **TERM 6** | **TERM 7** | |
| TBA | TBA | TBA | |

## COST

Course cost is approx. $395 (Binnacle training fee, payable on enrolment in the course).

FOR FUTHER INFORMATION PLEASE CONTACT:        Mr T Meehan (tmeeh5@eq.edu.au)

| **IMPORTANT**<br>Program Disclosure Statement (PDS) | *This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS).  The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e., the delivery of training and assessment services).*<br>*To access Binnacle's PDS, visit:*<br>http://www.binnacletraining.com.au/rto.php *and select 'RTO Files'.* |
|---|---|

# Drones, Engineering and Aviation

## Certificate III in Aviation (Remote Pilot) AVI30419

*DELIVERED IN PARTNERSHIP WITH SKILLS GENERATION RTO CODE: 41008*

**CERTIFICATE**

**PRE-REQUISITES:** **Must have enrolled in DEA in year 10 to follow through to year 11/12**

.
This qualification is relevant to individuals operating remotely piloted aircraft systems (RPAS), in compliance with relevant regulatory requirements of the Civil Aviation Safety Authority (CASA) and national operating standards.

Remote pilots operating at this level will apply non-technical and technical knowledge and skills to demonstrate autonomy and judgement and will take limited responsibility in known and stable operational contexts within established regulatory parameters.

## Vocational Outcome

On successful completion of all units of competency will LEAD TO the nationally recognised qualification: AVI30419 Certificate III in Aviation (Remote Pilot)

The qualification is awarded by Skills Generation RTO 41008, with training and assessment having been delivered by Skills Generation or a Third Party approved training provider.

## COMPUTER ACCESS:

It is expected that the student is able to provide their own Window 2-in-1 device or laptop, in order to complete the required activities. The laptop must have MS Office 2016 (or 2019) installed and be able to connect to the school's 5GHz wireless network. MS Office is a free program available for students to download.

Skills Generation's Learning Management System (LMS) offers you a one-stop-shop for accessing your learning content and assessment, as well as allowing you to communicate with your trainer/assessor and other students if you wish. You can upload your assessments with no size or format limits as well as access your trainers/assessor's feedback and monitor your results. You will have access 24/7 for ultimate study flexibility at times that suit you. The Skills Generation LMS Resources Library provides you with additional resources that may enhance your learning experience.

## Learning and Assessment

Paper based and/or digital content with assessments accessed online

- Access to Skills Generation Learning Management System (LMS) including Library resources
- Skype/other for training sessions, group discussions and virtual classrooms
- Inclusive Learning Strategies are also available for learners with disabilities enabling them to participate on the same basis as other learners

Skills Generation provides a facilitative and collaborative environment to support the underpinnings of effective community services practice

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Professional discussions with your trainer
- Multiple choice and short answer questions
- Individual tasks and assignments
- Practical assessments in a face-to-face environment
- Demonstration of practical skills through digital recording as applicable

## Course Outline Certificate III in Aviation (Remote Pilot) AVI30419

**Packaging Rules:** There are 14 units of study in the qualification made up of 9 core units and 5 elective units of competency.

| Unit Code | Unit Name | Core/Elective |
|---|---|---|
| AVIF0021 | Manage human factors in remote pilot aircraft systems | Core |
| AVIW0004 | Perform operational inspections on remote operated systems | Core |
| AVIY0053 | Manage remote pilot aircraft systems energy source requirements | Core |
| AVIY0031 | Apply the principles of air law to remote pilot aircraft systems operations | Core |
| AVIZ0005 | Apply situational awareness in remote pilot aircraft systems operations | Core |
| AVIY0052 | Control remote pilot aircraft systems on the ground | Core |
| AVIY0023 | Launch, control and recover a remotely piloted aircraft | Core |
| AVIW0028 | Operate and manage remote pilot aircraft systems | Core |
| AVIH0006 | Navigate remote pilot aircraft systems | Core |
| AVIE0005 | Complete a Notice to Airmen (NOTAM) | Elective |
| AVIY0027 | Operate multi-rotor remote pilot aircraft systems | Elective |
| AVIH0007 | Operate remote pilot aircraft systems under night visual line of sight | Elective |
| AVIH0008 | Operate remote pilot aircraft systems in extended visual line of sight (EVLOS) | Elective |
| AVIE0003 | Operate aeronautical radio | Elective |
| AVIF0021 | Manage human factors in remote pilot aircraft systems | Elective |

## Structure

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

**NOTE: From time to time, project delivery may require a mandatory 'outside subject' component (e.g., before or after school).**

## COST

Students accessed their VETIS funding for the Year 10 Cert II Engineering Pathways component of this course and will incur a $100 contribution fee.

FOR FURTHER INFORMATION PLEASE CONTACT:       Mr S Singh (ssing91@eq.edu.au)

# Early Childhood Studies

**Applied senior subject**

The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. The early years can have a significant influence on an individual's accomplishments in family, school and community life. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities responsive to the needs of children as well as exploring contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

## 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's aides or assistants in a range of early childhood contexts.

## Objectives

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

- investigate the fundamentals and practices of early childhood learning
- plan learning activities
- implement learning activities
- evaluate learning activities.

## Structure

Early Childhood Studies is a four-unit course of study.

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Play and Creativity** | **Literacy and Numeracy** | **Children's Wellbeing** | **Indoor and Outdoor Environments** |
| Exploring the fundamentals of early childhood and the practices of early childhood learning through the context of play and creativity. | Exploring the fundamentals of early childhood and the practices of early childhood learning through the context of literacy and numeracy. | Exploring the fundamentals of early childhood and the practices of early childhood learning in the context of children's wellbeing. | Exploring the fundamentals of early childhood and the practices of early childhood learning in the context of indoor and outdoor environments. |

## Assessment

For Early Childhood Studies, assessment from Units 3 and 4 is used to determine the student's exit result. Students complete two assessment tasks for each unit. The assessment techniques used in Early Childhood Studies are:

| Technique | Description | Response requirements |
|---|---|---|
| Investigation | Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity. | **Planning and evaluation** <br> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |
| Project | Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity. | **Play-based learning activity** <br> Implementation of activity: up to 5 minutes <br><br> **Planning and evaluation** <br> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |

FOR FURTHER INFORMATION PLEASE CONTACT:      Mrs E McCulloch (emccu33@eq.edu.au)

# Engineering
## Certificate II Engineering Pathways MEM20422
*DELIVERED BY PIMLICO STATE HIGH SCHOOL RTO 30087*

**Certificate**

**PRE-REQUISITES:**    **Year 10 Industrial Technology and Design would be beneficial**.

This vocational education subject is designed to provide students with a variety of intellectual, technical operations and workplace skills.  It will, on most occasions, be delivered in a workshop setting that relates to the industry context, allowing for integration of learning experiences and application of study topics in situations as close as possible to industry practice.  The course is designed to provide students with basic industry knowledge and skills for most streams within the manufacturing/metals and engineering industry – welding/fabrication, electrical, mechanical, machining, panel beating/spray painting and plumbing.

## Vocational Outcome

Successful completion of these units of competency will lead to the completion of Certificate II in Engineering Pathways which is nationally recognised in the manufacturing/metal industry.

## Pathways

This course is particularly suited to students who may be seeking employment in sectors of the metal trades-engineering industry.  It leads directly to further training in on-the-job traineeships / apprenticeships or at TAFE or with private training providers.

## Learning and Assessment

Competency assessment techniques will include short answer tests, project work, and teacher observation and questioning.  A Level of Achievement will not be awarded for this course.  Assessment is entirely competency based.

## Learning Experiences

These units of competency will be taught in a combined manner in a predominately practical situation.  Practical activities range from small exercises to larger projects which are all confined to the workshop.

## Course Outline MEM20422 Cert II Engineering Pathways
Packaging Rules:  12 units to be completed.   4 Core units   8 Electives

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

## Structure

| TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|---|---|---|---|
| MEM13015<br>MEM16006<br>MEM11011<br>-Unit Booklet 1<br>-Test 1<br>-Observation 1/2/3 | MEM18001<br>MEM18002<br>-Unit Booklet 2<br>-Test 2<br>-Observation 4/5 | MEMPE004<br>MSMENV272<br><br>-Unit Booklet 3<br>-Test 3<br>-Observation 6/7 | MEMPE001<br><br>-Unit Booklet 4<br>-Test 4<br>-Observation 8 |

| TERM 5 | TERM 6 | TERM 7 | |
|---|---|---|---|
| • MEMPE005<br>• MEMPE002<br>• **Folio 1**<br>• **Unit Booklet 5**<br>• **Test 5**<br>• **Observation 9/10** | • MEMPE003<br>• **Unit Booklet 6**<br>• **Test 6**<br>• **Observation 11** | • MEMPE006<br>• **Folio 2**<br>• **Observation 12** | |

## COST

Course cost is approx. $130.00 for resources and consumables

## Risk Management

Some learning activities in this subject involve an inherent level of risk. Acceptance into the subject will require parent or guardian consent to participate in the course of study. Details of the risks will be provided in the consent letter which is to be returned with the subject selection form.

FOR FURTHER INFORMATION PLEASE CONTACT: Mr S Singh (ssing91@eq.edu.au)

# Essential English

**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

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

| Unit 1 | Unit 2 |
|---|---|
| Formative internal assessment 1 (FIA1):<br>• Extended response — spoken/signed response | Formative internal assessment 3 (FIA3):<br>• Extended response — Multimodal response |
| Formative internal assessment 2 (FIA2):<br>• Common internal assessment (CIA) | Formative internal assessment (FIA4):<br>• Extended response — Written response |

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) | Summative internal assessment (IA4):<br>• Extended response — Written response |

FOR FURTHER INFORMATION PLEASE CONTACT:     Ms J Burnett (jburn334@eq.edu.au)

# Essential Mathematics

**Applied senior subject**

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

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy.

This subject focusses on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about finance. Students will see mathematics as applicable to their employability and lifestyles.

They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

## 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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

## Structure

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

## Assessment

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

**Formative assessments**

| Unit 1 | | Unit 2 | |
|---|---|---|---|
| Formative internal assessment 1 (IA1):<br>• Problem-solving and modelling task | 25% | Formative internal assessment 3 (IA3):<br>• Problem-solving and modelling task | 25% |
| Formative internal assessment 2 (IA2):<br>• Examination | 25% | Formative internal assessment (IA4):<br>• Examination | 25% |

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 | 25% | Summative internal assessment 3 (IA3):<br>• Problem-solving and modelling task | 25% |
| Summative internal assessment 2 (IA2):<br>• Common internal assessment (CIA) | 25% | Summative internal assessment (IA4):<br>• Examination | 25% |

FOR FURTHER INFORMATION PLEASE CONTACT:        Mr B Woolley (bwool59@eq.edu.au)

# Fitness

## Certificate III in Fitness SIS30321 &
Certificate II in Sport and Recreation SIS20122

*DELIVERED IN PARTNERSHIP WITH BINNACLE TRAINING RTO 31319*

**Certificate**

**PRE-REQUISITES:** Good quality written and spoken communication skills.

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.

Binnacle's Certificate III in Fitness program is offered as a senior subject where students learn what it takes to become a Fitness Professional. Skills acquired in this course are client screening and health assessment, planning and instructing fitness programs, delivering 1-on-1 and group fitness programs, exercise science and nutrition, anatomy and physiology. Students deliver 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.

## Pathways

Graduates will be able to use their Certificate III in Fitness

- as an entry level qualification into the Fitness Industries (e.g., fitness instructor in

settings such as fitness facilities, gym, and leisure and community centres);
- to pursue further tertiary pathways (e.g., Certificate IV, Diploma of Sport);
- to improve their chances of gaining tertiary entrance.

## Vocational Outcome

Successful completion of all the units in year 11 will ensure student is awarded Certificate II in Sport and Recreation and completion of all competencies will lead to the awarding of Certificate III in Fitness.

## Learning and Assessment

Learning experiences will be achieved by students working alongside an experienced Fitness Teacher (Program Deliverer) – incorporating delivery of a range of projects and services within their school community.

## Units of Competency SIS30321 Certificate III Fitness

| Unit Code | Unit Name | Core/Elective |
|-----------|-----------|---------------|
| HLTAID011 | Provide First Aid | Core |
| HLTWHS001 | Participate in workplace health and safety | Core |
| SISFFIT047 | Use anatomy and physiology knowledge to support safe and effective exercise | Core |
| BSBOPS304 | Deliver and monitor a service to customers | Core |
| BSBPEF301 | Organise personal work priorities | Core |
| SISFFIT035 | Plan group exercise sessions | Core |
| SISFFIT036 | Instruct group exercise sessions | Core |
| SISFFIT032 | Complete pre-exercise screening and service orientation | Core |
| SISFFIT033 | Complete client fitness assessments | Core |
| SISFFIT052 | Provide healthy eating information | Core |
| SISFFIT040 | Develop and instruct gym-based exercise programs for individual clients | Core |
| SISXEMR001 | Respond to emergency situations | Elective |
| SISXCCS004 | Provide quality service | Elective |
| SISXIND011 | Maintain sport, fitness and recreation industry knowledge | Elective |
| BSBSUS211 | Participate in sustainable work practices | Elective |

# Structure

Evidence contributing towards competency will be collected throughout the program.  This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

**NOTE: From time to time, project delivery may require a mandatory 'outside subject' component (e.g., before or after school).**

| TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|---|---|---|---|
| • The sport, fitness and Recreation (SFR) industry<br>• Coaching programs | • Community Programs<br>• Conditioning Programs | • The SFR Industry<br>• Providing quality service | • Anatomy and Physiology<br>• First Aid Course: HLTAID011 Provide First Aid |
| **TERM 5** | **TERM 6** | **TERM 7** | |
| • Anatomy and Physiology<br>• Health and Nutrition Consultations | • Screening and Health Assessments<br>• Specific Population Clients<br>• Older Clients | • Older Clients<br>• Specific Populations | |

# COST:

Course cost is approx. $495 (Binnacle training fee, payable on enrolment in the course) plus $75 First Aid.

FOR FUTHER INFORMATION PLEASE CONTACT:        Mrs E McCulloch (emccu19@eq.edu.au)

| **IMPORTANT**<br>Program Disclosure Statement (PDS) | *This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS).  The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e., the delivery of training and assessment services).*<br>*To access Binnacle's PDS, visit:*<br>http://www.binnacletraining.com.au/rto.php *and select 'RTO Files'.* |
|---|---|

# Note

**Students partaking in this course are not able to choose the Applied Sport and Recreation subject due to duplication of learning.**

# Health Services

## Certificate III in Health Services Assistance HLT33115
### A Certificate II will also be offered in the health field
*DELIVERED IN PARTNERSHIP WITH MATER EDUCATION RTO 5210*

**Certificate**

**PRE-REQUISITES:** There are no entry requirements to commence the first semester of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.

## Pathways

A course of study in Health & Community Education can establish a basis for further education and employment in the fields of nursing, medical, patient services & patient care.

## Vocational Outcome

Successful completion of all the units of competency will lead to the awarding of Certificate III Health Services Assistant and will qualify students as an Assistant in Nursing (AIN).

## Learning and Assessment

Mater Education Trainers deliver the course onsite in a fit-for-purpose room at PSHS. A range of assessment techniques are used to determine whether students have achieved competency in the outcomes required, including short response and scenarios (online), practical activities, observation, volunteering log, portfolio of workplace documents.  A level of achievement **will not** be awarded for this course. Assessment is competency based only.

## Learning Experiences

This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision.

## Structured Workplace Learning (SWL):

Students will participate in an emergent day at the Mater Hospital during the school holidays. Mater Education considers industry experience to be a very important inclusion of the Certificate III qualifications.
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## Course Outline

**Term 1 and 2**\* Units may be subject to change dependant on DTET funding

| Unit Code | Unit Name | Core/Elective |
|---|---|---|
| HLTWHS001 | Participate in workplace health and safety | Core |
| HLTWHS005 | Conduct manual tasks safely | Elective |
| HLTINF006 | Apply basic principles and practices of infection prevention and control | Core |
| HLTAID009 | Provide Cardiopulmonary resuscitation | Elective |
| CHCCCS012 | Prepare and maintain beds | Elective |
| CHCCCS026 | Transport individuals | Elective |
| CHCCOM005 | Communicate and work in health or community services | Core |
| BSBOPS203 | Deliver a service to customers | Elective |
| CHCCCS020 | Respond effectively to behaviours of concern | Elective |
| CHCCCS010 | Maintain a high standard of service | Elective |
| CHCDIV001 | Work with diverse people | Core |
| BSBWOR202 | Organise and complete daily work activities | Elective |

This is a three-term course delivered on site to Senior School students and in partnership with Mater Education.

## Term 3 Certificate III Health Services Assistance HLT33115

| Unit Code | Unit Name | Core/Elective |
|---|---|---|
| HLTAAP001 | Recognise healthy body systems | CORE |
| BSBMED301 | Interpret and apply medical terminology appropriately | CORE |
| BSBFLM312 | Contribute to team effectiveness | Elective |
| CHCCCS002 | Assist with movement | Elective |

## COST:

The course cost is $800 for all Year 11 students. (Mater Education training fee, payable on enrolment in the course). Contact the VET HOD or Mater Education if you would like to explore potential options.

FOR FURTHER INFORMATION PLEASE CONTACT:     Ms R Austin (raust70@eq.edu.au)
Mrs E McCulloch (emccu33@eq.edu.au)

# Hospitality
## Certificate II in Hospitality SIT20322
*DELIVERED BY PIMLICO STATE HIGH SCHOOL RTO 30087*

**Certificate**

**PRE-REQUISITES:** **An interest in the hospitality industry and a commitment to being a team player is essential. A minimum C standard in Year 10 Design and Technology is desirable.**

This course of study is aimed at those students who are interested in entering the Hospitality industry either as a full-time career or as a potential avenue for casual employment. The competencies are embedded within hospitality contexts, applying the topics of study in situations as close as possible to industry practice.

## Pathways

A course of study in Hospitality can establish a basis for further education and employment in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops

## Vocational Outcome

Successful completion of all the units of competency will lead to the awarding of Certificate II Hospitality and will enable students to engage in a range of activities in the hospitality industry.

## Learning and Assessment

A range of assessment techniques are used to determine whether students have achieved competency in the outcomes required, including completion of projects, folios, demonstrations and observations. A level of achievement **will not** be awarded for this course. Assessment is competency based only.

## Learning Experiences

During Year 11, students will achieve Provide responsible service of alcohol (RSA) and Food Safety accreditation. They will be involved in the preparation and presentation participate in a range of practical and engaging activities, an excursion, work placement and begin serving beverages to customers. During Year 12, students will run a café (Café Coco), offering breakfast, beverages and simple meals and cater for regular functions.

## Structured Workplace Learning (SWL):

Students are required to participate in **compulsory** Structured Work Placement in a hospitality environment (food and beverage service) for the competency, "Use hospitality skills effectively" to be achieved. Students will not be able to achieve the Certificate II in Hospitality unless this placement is undertaken. Students will also be required to attend school functions outside of school hours.

## Units of Competency

| Unit Code | Unit Name | Core/Elective |
|---|---|---|
| BSBTWK201 | Work Effectively with others | Core |
| SITHIND006 | Source and use information on the hospitality industry | Core |
| SITHIND007 | Use hospitality skills effectively | Core |
| SITXCCS011 | Interact with customers | Core |
| SITXWHS005 | Participate in safe work practices | Core |
| SITXCOM007 | Show social and cultural sensitivity | Core |
| SITXFSA005 | Use hygienic practices for food safety | Elective |
| SITHFAB024 | Prepare and serve non-alcoholic beverages | Elective |
| SITHFAB025 | Prepare and serve espresso coffee | Elective |
| SITHFAB027 | Serve food and beverage | Elective |
| SITHCCC024 | Prepare and serve simple dishes | Elective |
| SITHFAB021 | Provide responsible service of alcohol | Elective |

## Structure

Evidence contributing towards competency will be collected throughout the program.  This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

**NOTE: From time to time, project delivery requires mandatory 'outside subject' component (e.g., before or after school).**

| TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|---|---|---|---|
| Food Safety and Workplace Health & Safety<br>Cookery of simple dishes.<br>Harmony Day Catering | Provide Responsible Service of Alcohol<br>The Ville Precinct Tour<br>SWL | SWL<br>Prepare and serve Non-Alcoholic beverages<br>Prepare Simple Dishes | Running Café Coco to prepare and serve non-alcoholic beverages<br>Begin Espresso Coffee<br>Prepare and serve at year 12 Formal |

| TERM 5 | TERM 6 | TERM 7 | |
|---|---|---|---|
| Menu creation and running takeaway lunch and breakfast café<br>Demonstration of cultural sensitivity, working with others while interacting with customers | Simple Dishes – Take-away menu, serving of beverages and espresso coffee | Dine In Café Coco and Coco-Eats delivery from Al a' Carte menu- delivery and conclusion of all unit observations | |

**ADDITIONAL INFORMATION:**

- Practical food/beverage preparation (i.e., Café Coco) is an essential part of the Hospitality course so students need to participate in these lessons each week.
- Students are required to pay a levy each semester to cover the costs of the ingredients for practical activities. The levy enables school staff to purchase ingredients so that students can experience, prepare and taste a variety of food and beverage items.
- A Curriculum based tour of The Ville Precinct occurs Term 2 and costs invoiced to parents (approximately $35 to cover tour and lunch)

**RISK MANAGEMENT:**

Some learning activities in this subject involve an inherent level of risk.  Acceptance into the subject will require parent or guardian consent to participate in the course of study.  Details of the risks will be provided in the consent letter which is to be returned with the subject selection form.

## COST:

Course cost is approx.$130 per year

FOR FUTHER INFORMATION PLEASE CONTACT:      Mr S Singh (ssing91@eq.edu.au)
Ms R Austin (raust70@eq.edu.au)

# Information Technology

## Certificate II in Applied Digital Technologies ICT20120
*Delivered by Pimlico State High School RTO 30087*

**Certificate**

**PRE-REQUISITES:** An interest in computers and learning a range of different software programs are essential.

This course is a vocational education training (VET) program enhances student proficiency in using, creating, and communicating information through computers, preparing them for digital success. The course builds essential digital literacy skills that are critical in today's technology-driven job market. With digital technologies becoming crucial in the business sector, individuals equipped with ICT skills are in high demand, with an anticipated 50,000 job openings in the next five years.

## Pathways

A course of study in Applied digital technologies can establish a basis for further education and employment in various settings, such as data entry, systems administration, customer support hubs, software and systems testing.

## Vocational Outcome

Successful completion of all the units of competency will lead to the awarding of Certificate II in Applied Information Technology. This certificate is recognised by TAFE and other private training colleges and can be used to gain recognition towards further training courses.

## Learning and Assessment

A range of assessment techniques are used to determine whether students have achieved competency in the outcomes required. These include a folio of class work, projects, practical tasks, exams and teacher observations.

A Level of Achievement will not be awarded for this course. Assessment is entirely competency based.

## Learning Experiences

In Years 11 and 12, students engage in various activities that develop essential computing skills. They learn to operate personal computers, create documents with word processors, spreadsheets, databases, and presentation tools. Additionally, students acquire skills in efficient internet usage via browsers and email, workplace communication, and understanding occupational health and safety procedures. These foundational skills are crucial for both professional environments and daily life.

## COURSE OUTLINE:

**Packaging Rules:** 12 units to be completed.   6 Core units    6 Elective Units

| Code | Units of Competency | Core/Elective |
|------|---------------------|---------------|
| ICTICT213 | Use computer operating systems and hardware | Core |
| BSBWHS211 | Contribute to the health and safety of self and others | Core |
| ICTICT214 | Operate application software packages | Core |
| BSBSUS211 | Participate in sustainable work practices | Core |
| ICTICT215 | Operate digital media technology packages | Core |
| BSBTEC202 | Use digital technologies to communicate in a work environment | Core |
| ICTICT226 | Operate database applications | Elective |
| ICTICT224 | Integrate commercial computing packages | Elective |
| BSBTEC303 | Create electronic presentations | Elective |
| BSBPEF201 | Support personal wellbeing in the workplace | Elective |
| BSBTEC301 | Design and produce business documents | Elective |
| ICTSAS216 | Maintaining ICT equipment and replace consumables | Elective |

## Structure

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

**NOTE: From time to time, project delivery requires mandatory 'outside subject' component (e.g., before or after school).**

| TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|---|---|---|---|
| ADT01 – Project 1 Safety and Sustainability<br><br>Students will begin with a WHS induction and instructions on routine workplace tasks, which will be observed by their trainer/assessor.<br><br>BSBSUS211<br>BSBWHS211 | ADT02 – Project 2 Corporate Communication<br><br>Students will establish workplace procedures and routines for working with others, and communicating internally and externally.<br><br>BSBPEF201<br>BSBTEC202 | ADT03 – Project 3 ICT Work Skills<br><br>Students will simulate an entry-level role in an ICT workplace. They will begin by researching the requirements and procedures of their workplace, as well as specific technical knowledge required to complete ICT work tasks across three application packages.<br><br>ICTICT226<br>BSBTEC301<br>ICTICT224<br>ICTICT214 | ADT04 – Project 4 Maintain Computer Systems<br><br>Students will simulate an entry-level technician role in an ICT workplace working with operating systems, device drivers, and software requirements of the simulated work environment.<br><br>ICTSAS216<br>ICTICT213 |

| TERM 5 | TERM 6 | TERM 7 |
|---|---|---|
| ADT05 – Project 5 Digital Media and Presentations<br><br>Students will simulate work in a simulated entry-level creative role in an ICT workplace learning basic skills for digital media packages and electronic presentations.<br><br>BSBTEC303<br>ICTICT215 | TBA | TBA |

## Computer Access:

This is a computer-based subject. It is expected that the student is able to provide their own Window 2-in-1 device or laptop, in order to complete the required activities. The laptop must have MS Office 2016 (or 2019) installed and be able to connect to the school's 5GHz wireless network. MS Office is a free program available for students to download.

FOR FURTHER INFORMATION PLEASE CONTACT:     Mr T Lever (tleve19@eq.edu.au)

# Justice

**Certificate IV in Justice Studies 10971NAT**

*DELIVERED IN PARTNERSHIP WITH PROFESSIONAL INVESTIGATORS COLLEGE OF AUSTRALASIA*

**Certificate**

| PRE-REQUISITES: | **There are no formal entry requirements for this course. It is recommended that students have achieved a minimum of a C standard in Year 10 English to demonstrate sufficient spoken and written comprehension to understand training material and to successfully complete all study and assessment requirements. Students need to demonstrate independent learning skills.** |
|---|---|

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

Aims: The Certificate IV in Justice Studies Course is designed to:

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

## Pathways

A course of study in Justice can establish a basis for further education and employment in a variety of areas within the justice system. Career opportunities include Police Officer (State or Federal), Corrections Officer, Legal administration, Court Services Officer, Protective Services Officer, Australian Border Force Officer, Private Investigator, Local/State Government Investigator, Youth Justice Roles, and Government Administrator.

## Vocational Outcome

Successful completion of all the units of competency will lead to the awarding of Certificate IV Justice Studies. and will enable students to engage in a range of activities in the justice field.

## Learning and Assessment

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

## Learning Experiences

Content is delivered in a face-to-face classroom environment through Legal Studies/Certificate IV Justice Studies classes or via course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory after school workshops with industry professionals

## Units of Competency

| Unit Code | Unit Name | Core/Elective |
|-----------|-----------|---------------|
| NAT10971001 | Provide information and referral advice on justice-related issues | Core |
| NAT10971002 | Prepare documentation for court proceedings | Core |
| NAT10971003 | Analyse social justice issues | Core |
| BSBXCM401 | Apply Communication Strategies in the Workplace | Core |
| PSPREG003 | Apply Regulatory Powers | Core |
| BSBLEG421 | Apply understanding of the Australian Legal System | Core |
| BSBLDR414 | Lead team effectiveness | Elective |
| PSPREG010 | Prepare a brief of evidence | Elective |
| BSBLEG523 | Apply legal principles in tort law matters | Elective |
| BSBPEF402 | Develop personal work priorities | Elective |
| PSPREG012 | Gather Information through interviews | Elective |

## Structure

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed. These units are under the current National Training Package, however some elective units are subject to change prior to the commencement of the 2026 school year. This is to ensure alignment to current industry practices is at its optimum.

**Technology required: access to the internet.**

## COST:

Course cost is approx. $750.00 (training fee, payable on enrolment in the course).

FOR FUTHER INFORMATION PLEASE CONTACT:        Mrs T Taylor (ttayl300@eq.edu.au)

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|---|---|
| **IMPORTANT**<br>Program Disclosure Statement (PDS) | *This is a 2-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate IV Justice Studies as per the rights and obligations outlined in the enrolment process and subject information handbook provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (May2025).*<br><br>*Refund Policy: Refund for students exiting a certificate course is on prorate basis related to the unit/s of competency covered (less a $50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g., a medical certificate or show extreme personal hardship).* |

# LEADERSHIP
## Certificate II in Leadership
*DELIVERED BY PIMLICO STATE HIGH SCHOOL RTO 30087*

**Certificate**

**Note:** **This certificate is compulsory for all year 11 students and will take 1 year to complete.**
**Students must engage in one week of work experience.**

The course in Certificate II in Leadership engages students in self-development and awareness, goal setting and pathways, development of team work and communication in the workplace and working in diverse environments. Also, students work towards a common goal developing a community centred project of their choosing to improve and engage in the school and wider community. Educational outcomes for learners who complete the Certificate II in Leadership include:

- planning and management of own skills development
- development of leadership skills
- building of effective working relationships communication and problem-solving skills
- time management
- participation in a project

## Pathways

A course of study in Leadership can establish a basis for further education and employment in a variety of areas. Certificate II in Leadership is a pathway course to the Certificate IV in Leadership and Mentoring as well as other Certificate II and III vocationally specific courses. This course supports individuals with their transition to employment, further education and community participation.

## Vocational Outcome

Successful completion of all the units of competency will lead to the awarding of Certificate II in Leadership and:

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- Enhanced task completion efficiency and quality
- Strategies for harmonious and productive work relationships
- Adherence to workplace presentation and behaviour standards
- Confidence to seek further employment or education opportunities
- Effective communication and teamwork skills
- Compliance with workplace practices
- Professional interactions within the workplace and community

## Learning and Assessment

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

## Learning Experiences

Content is delivered in a face-to-face classroom environment, online through Qlearn, face to face discussions, team building opportunities, **compulsory work experience** and community-based projects

## Units of Competency

**Packaging Rules:** 9 units to be completed.   5 Core units   4 Elective Units

| Unit Code | Unit Name | Core/Elective |
|---|---|---|
| LWADEV202 | Undertake self-development | Core |
| LWALDR202 | Provide leadership in community and work settings | Core |
| LWAPRO202 | Contribute to a team project | Core |
| LWADIV202 | Promote a socially diverse environment | Core |
| LWAWOR202 | Communicate in community and workplace settings | Core |
| BSBPEF302 | Develop self-awareness | Elective |
| BSBWHS211 | Contribute to the health and safety of self and others | Elective |
| BSBCMM211 | Apply communication skills | Elective |
| BSBPEF202 | Plan and apply time management | Elective |

## Structure

Evidence contributing towards competency will be collected throughout the program.  This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

| Unit 1 | Project 2 | Project 3 | Project 4 |
|---|---|---|---|
| **Community Project**<br>Students will work collaboratively to present a proposal for a project, enact the project and present a report about the success of the project. Students will also be required to complete a self-evaluation of their performance.<br>Key global competencies that will be developed throughout the project include:<br>• Collaboration<br>• Critical thinking<br>• Creative thinking<br>• Conflict Resolution<br>**• Citizenship**<br>**BSBPEF202**<br>**LWAPRO202**<br>**LWAWOR202**<br>**LWALDR202** | **Work Ready**<br>This unit will focus on preparation for work placement. Students will be required to understand verbal and non-verbal communication as well as written workplace communication. Students will have to learn about WHS and undertake a generic WHS course and 1 week's work placement.<br>***BSBCMM211***<br>*BSBWHS211* | **Diversity in the workplace**<br>This unit is about diversity in the workplace and students will be learning about prejudice, stereotyping, discrimination and diversity in the workplace.<br>**LWADIV202** | **Self-development and awareness**<br>This unit will be continual throughout the year. Students participate in a course of self-identity and self-awareness.<br>They will investigate strategies that will provide them with flexibility and adaptability skills.<br>Students will learn about self-talk, resilience and commitment<br>**BSBPEF302**<br>LWADEV202 |

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NB – Other prerequisite courses may need to be White card may need to be obtained for some work placements.

**BYOD required to access resources.**

 FOR FUTHER INFORMATION PLEASE CONTACT:        Ms R Austin (raust70@eq.edu.au)

# Social & Community Studies

**Applied senior subject**

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society. Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

## Pathways

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

## Objectives

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

- Explain personal and social concepts and skills
- Examine personal and social information
- Apply personal and social information
- Communicate responses
- Evaluate projects

## Structure

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Arts and Identity** In this unit, students explore markers of identity as a social construct. They investigate how the arts, in particular, contribute to a sense of identity and belonging for individuals, groups and communities. | **Relationships and work environments** In this unit, students investigate relationship skills and work environments. They explore social contexts, issues and perspectives related to work. | **Lifestyle and financial choices** In this unit, students investigate making choices for their lifestyles, considering how to enact positive change for the present and the future. They explore money management for the purpose of informing their choices. | **Legal and Digital citizenship** In this unit students investigate aspects of Australia's legal system and its operations to develop their understanding of being active and informed citizens. Then can explore key values that underpin the law. |

# Assessment

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

**Formative assessments**

| Unit 1 | Unit 2 |
|---|---|
| Formative internal assessment<br>• Project | Formative internal assessment<br>• Project |
| Formative internal assessment<br>• Investigation | Formative internal assessment<br>• Investigation |

In Units 3 and 4 students complete four summative assessments. Assessment for Units 3 and 4 is used to determine the student's exit result.

**Summative assessments**

| Unit 3 | Unit 4 |
|---|---|
| Summative internal assessment<br>• Project | Summative internal assessment<br>• Project |
| Summative internal assessment<br>• Investigation | Summative internal assessment<br>• Investigation |

FOR FURTHER INFORMATION PLEASE CONTACT:     Ms T Taylor (ttayl300@eq.edu.au)

# Sport & Recreation
## Applied senior subject

Sport and recreation are integral to Australian culture, encompassing various activities from competitive sports to community recreation, significantly contributing to personal and communal well-being. These sectors are not only pivotal in leisure but also growing areas of employment, particularly with events like the Commonwealth, Olympic, and Paralympic Games. These activities help develop work-related skills, personal fitness, and general health.

In educational settings, sport and recreation allow students to actively participate and learn about the vital role these activities play in personal and community development. The curriculum includes engaging in sports, planning, performing, evaluating strategies, and enhancing interpersonal, vocational, and physical skills. This engagement offers students both challenges and enjoyment while fostering vital lifelong skills.

## 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:

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Emerging Trends in Sport, Fitness and Recreation** | **Coaching and Officiating** | **Event Management** | **Challenge in the Outdoors** |
| Global trends show traditional sports competing with informal activities and adapting through modified versions like Twenty20 cricket and Fast4 tennis. Emerging sectors like eSports and fitness trends such as HIIT and community groups are reshaping the landscape of sport, fitness, and recreation. | Coaches must foster inclusive, engaging environments that motivate widespread participation in Australian sports. Officials, including volunteers, are pivotal for running sporting events and ensuring they are safe, inclusive, and fair. | Event management in sports and recreation involves organising, managing, and promoting events, offering job opportunities in managing cultural, business, and community events, as well as planning conferences and exhibitions. | Outdoor challenges through activities like archery, orienteering, and team-building enhance physical and mental health, strengthen social networks, and promote appreciation for Australia's environment, contributing to overall wellbeing. |

## Assessment

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student's exit result. Students complete two assessment tasks for each unit. The assessment techniques used in Sport & Recreation are:

| Technique | Description | Response requirements |
|---|---|---|
| Performance | Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context. | **Performance**<br>Performance: up to 4 minutes<br><br>**Planning and evaluation**<br>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 |
| Project | Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context. | **Investigation and session plan**<br>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<br><br>**Performance**<br>Performance: up to 4 minutes<br><br>**Evaluation**<br>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 |

## Risk Management

Some learning activities in this subject involve an inherent level of risk.  Acceptance into the subject will require parent or guardian consent. Details of the risks will be provided in the consent letter which is to be returned with the subject selection form.

FOR FURTHER INFORMATION PLEASE CONTACT:        Mrs E McCulloch
(emccu33@eq.edu.au)

# Visual Arts in Practice

## 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 Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g., problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features

to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

## Pathways

Learning in Visual Arts in Practice 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.

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including creative industries, education, advertising and marketing, communications, humanities, health, recreation, science and technology.

## Objectives

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

* use visual arts practices
* plan artworks
* communicate ideas
* evaluate artworks.

## Structure

Visual 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.

| Unit option (in order of completion at Pimlico SHS) | Unit title |
|---|---|
| Unit option C | Clients |
| Unit option A | Looking inwards (self) |
| Unit option B | Looking outwards (others) |
| Unit option D | Transform & extend |

# Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Visual Arts in Practice are:

| Technique | Description | Response requirements |
|---|---|---|
| Project | Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks. | **Experimental folio**<br>Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based<br>OR<br>**Prototype artwork**<br>2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s<br>OR<br>**Design proposal**<br>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based<br>OR<br>**Folio of stylistic experiments**<br>Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based<br>AND<br>**Planning and evaluations**<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 |
| Resolved artwork | Students make a resolved artwork that communicates purpose and context relating to the focus of the unit. | **Resolved artwork**<br>• 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s |

FOR FURTHER INFORMATION PLEASE CONTACT:     Ms Julie Coutts (jcout15@eq.edu.au)