



PIMLICO
STATE HIGH SCHOOL

Making a world of difference



SUBJECT HANDBOOK YEAR 11 & 12

2023 - 2024



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.

It is highly likely that you will work in multiple careers throughout the course of your life. At some point in the future, you are likely to have a job that has not yet even been invented! This emphasises the importance of developing skills that transcend individual subjects and of honing positive learning habits that you will be able to draw on in years to come as you are faced with new challenges and new opportunities in the ever-changing work environment.

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. Only by doing this can you ensure that you will get the most from your senior years of schooling and be as best prepared as you can be to seize the opportunities that will be presented in a world that is increasingly volatile, uncertain, complex and ambiguous (VUCA).

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.

Joel Buchholz
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:

- (1) 6 General subjects OR
- (2) 5 General subjects and one Applied subject or VET Certificate course at level III or higher OR
- (3) 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, 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 courses (VET 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 vocational education and training 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.

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 V2.0 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 8.2 of QCE and QCIA policy and procedures handbook 2019 v2.0.

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, WELFARE AND GUIDANCE SERVICES

Pimlico State High School provides a wide range of support personnel, including the Guidance Officer, Year Co-ordinators, Learning Support Teachers, 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 <http://education.qld.gov.au/parents/health.html>.

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

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

COURSE	QCE CREDIT PER COURSE
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 and 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 www.qcaa.qld.edu.au/senior/senior-subjects 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 information & communication technologies (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)



NATIONALLY RECOGNISED
TRAINING

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, Information Technology, Engineering Pathways 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 Qld Certificate of Education 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 in Applied Digital Technologies. It is suited to students seeking employment as computer operators or computer technicians. (Refer to pages 98 and 99).

Certificate II in Hospitality. 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 pages 92 and 93).

Certificate II in Engineering Pathways. It provides knowledge and skill for entry level to the metals and engineering trades. (Refer to pages 84 and 85).

Certificate II in Leadership. This course requires students to undertake a community project and develop 21st century skills, leadership attributes and global awareness (Refer to pages 100 and 101_).

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 pages 86 and 88)

Certificate III Business 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 pages 80 and 81).

Certificate IV Justice Studies delivered through Unity College RTO 32123. It is suited to students who want to work in the Public Service sector, Police Force or Military. (Refer to pages 96 and 97).

Certificate III Health Services Assistance delivered through Connect N Grow RTO 40518. It is suited to students who want to work in the Health industry or Community Services industry. (Refer to pages 90 and 91). **#The RTO, cost and course structure is subject to change.**

A summary of the employability skills developed through these qualifications can be downloaded from <http://employabilityskills.training.com.au>

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.

STRUCTURED WORKPLACE LEARNING (SWL)

Structured workplace learning is an integral part of the following subjects:

- Allied Health
- Business
- Hospitality
- Construction
- Engineering Pathways

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

Students are required to commit to attending the workplace for two weeks in Year 11 and there is also a work placement option in Year 12. ***In choosing any of these subjects, students are expected to make the commitment to the work placement program in their chosen industry area.***

There is a mandatory work placement in the Hospitality course and Engineering Pathways course.

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 in an industry in which they wish to work on completing school.

A small number of positions become available with local employers each year.

FOR FURTHER INFORMATION SEE THE H.O.D SENIOR SCHOOLING / RTO MANAGER
Ms P Jorgensen

RECOGNITION

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

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

DON'T:

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)

In Year 11 at Pimlico State High School, 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 a Windows laptop or Apple MacBook is also acceptable. Apple iPads do not provide the same functionality as a tablet or laptop device and therefore are not recommended. This is due to software used and the current parameters of the BYODxLink program controlled by Department of Education.

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

The school recommends a Windows 2-in-1 tablet that contains a touch screen and stylus. The tablet should have its own keyboard attached (although some models allow the keyboard to be removed). Such a device provides students with increased flexibility and enables multiple modes of input to be used including typing, annotation, taking notes and drawing. Selecting a device is a balance between cost, functionality, weight and performance. Devices should be clearly labelled with the student's name.

Recommended Minimum Specification:

Device Type	Windows 2-in-1 Tablet with stylus support
Processor	Intel i3 processor (Intel i5 processor preferred) or AMD Ryzen 5 processor Devices that contain Intel Pentium or Celeron processors will not be suitable for effective student use.
Screen Size	14" screen (13" preferred); Consider portability and weight of device.
RAM	8 Gb or higher
Hard Drive	128 GB Solid State Drive (SSD); (256 Gb SSD preferred)
WiFi	5 Ghz wireless coverage required (usually marketed as 802.11ax, WiFi6 or dual band wireless)
Features	Keyboard, USB Port, headphone port, in-built microphone, in-built speakers, webcam
Battery Life	Minimum 10 hours +. Please note that it is school policy that devices are fully charged before coming to school.
Operating System	Windows 10 Home or Pro (note that Windows S, Linux and Android are not supported and Chromebooks are not able to connect to the school's wireless network)

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.

Other Recommendations

A portable hard drive or USB stick to back up files.

Virus Protection

It is mandatory for all BYOD devices to have a current antivirus software installed and working.

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

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.

Microsoft Office Installation

MS Office 2016 (or 2019) is free for student use, but the software must be downloaded using a student's internet access at home. This needs to be installed on student's private computer device. For installation details, navigate to the Learning Place (<https://students.learningplace.eq.edu.au>), select Senior Phase of Learning and click 'Free Microsoft Office 2016 For Students'. Follow the instructions that appear. Students will be required to enter their school computer username and password.

Connecting To The School's Computer Network

In order for the student's device to connect to the school's wireless network:

- a) Install Microsoft Intunes on the student's device.

This is a free program. Instructions for completing this installation can be found on the school's website (<http://pimlicoshs.eq.edu.au>, click Curriculum and then BYOD).

- b) Read, sign and return the BYOD Responsible Use Agreement form to the school's office. Our school computer technicians will then modify your student's school computer account so that their laptop can connect to the school's wireless network.

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 Year 11 students having access to a device, the school has established a mechanism for a limited number of school-owned devices to be made available to families. Our Equitable Access Program provides the opportunity for families who are experiencing financial hardship to purchase a second-hand school laptop (4 years +) for a nominal amount. The laptop includes a Windows 10 operating system and is sold "as is", with no warranty. Once purchased, the school is not responsible for providing any technical support, repairs or maintenance for the device. There are a limited number of Equity Access Program devices available and, as such, priority will be given to those families in greatest need. To be eligible, families must provide a government issued Health Care Card or provide evidence of other severe financial hardship or circumstances. School fees must be up-to-date or a payment plan in place.

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.

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Real world accounting</p> <ul style="list-style-type: none"> • Accounting for a service business — cash, accounts receivable, accounts payable and no GST • End-of-month reporting for a service business 	<p>Management effectiveness</p> <ul style="list-style-type: none"> • Accounting for a trading GST business • End-of-year reporting for a trading GST business 	<p>Monitoring a business</p> <ul style="list-style-type: none"> • Managing resources for a trading GST business — non-current assets • Fully classified financial statement reporting for a trading GST business 	<p>Accounting — the big picture</p> <ul style="list-style-type: none"> • Cash management • Complete accounting process for a trading GST business • Performance analysis of a listed 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): • Examination — combination response	25%	Formative internal assessment 3 (FIA3): • Examination — combination response	25%
Formative internal assessment 2 (FIA2): • Examination — combination response	25%	Formative internal assessment (FIA4): • Project — end of year reporting	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): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Project — cash management	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — short response	25%

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs J Andersen (jande225@eq.edu.au)

Ancient History

General senior subject

General

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

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages.

Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Investigating the ancient world</p> <ul style="list-style-type: none"> • Digging up the past • Ancient societies — Slavery • Ancient societies — Art and architecture • Ancient societies — Weapons and warfare 	<p>Personalities in their time</p> <ul style="list-style-type: none"> • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger 	<p>Reconstructing the ancient world</p> <ul style="list-style-type: none"> • Thebes — East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) 	<p>People, power and authority</p> <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Rome — the Punic Wars

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Ancient societies — Technology and engineering • Ancient societies — The family • Ancient societies — Beliefs, rituals and funerary practices. 	<ul style="list-style-type: none"> • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality 	<ul style="list-style-type: none"> • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades 	<ul style="list-style-type: none"> • Ancient Rome — Civil War and the breakdown of the Republic <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

Assessment

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

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

Summative assessments

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

FOR FURTHER INFORMATION PLEASE CONTACT: Ms Francis (jfran337@eq.edu.au)
Mr J Hanlon (jshan0@eq.edu.au)

Biology

General senior subject

General

PRE-REQUISITES: It is recommended that students will have achieved a minimum of a C standard in Year 10 English and 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 learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none"> • Cells as the basis of life • Multicellular organisms 	Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis • Infectious diseases 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> • Describing biodiversity • Ecosystem dynamics 	Heredity and continuity of life <ul style="list-style-type: none"> • DNA, genes and the continuity of life • 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 (IA1): <ul style="list-style-type: none"> • Data test 	Formative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Research investigation
Formative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Student experiment 	
Formative internal assessment (EA): 50% <ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> • Data test 	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Research investigation 	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Student experiment 	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 			

FOR FURTHER INFORMATION PLEASE CONTACT: Ms R Sheppard (rxshe2@eq.edu.au)
Mrs N Campbell (ncamp85@eq.edu.au)

Business

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation <ul style="list-style-type: none"> • Fundamentals of business • Creation of business ideas 	Business growth <ul style="list-style-type: none"> • Establishment of a business • Entering markets 	Business diversification <ul style="list-style-type: none"> • Competitive markets • Strategic development 	Business evolution <ul style="list-style-type: none"> • Repositioning a business • 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): • Examination — combination response	25%	Formative internal assessment 3 (FIA3): • Investigation — business report	25%
Formative internal assessment 2 (FIA2): • Extended response — feasibility report	25%	Formative internal assessment (FIA4): • 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): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): • Investigation — business report	25%	Summative external assessment (EA): • Examination — combination response	25%

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs A Johnstone (ajohn618@eq.edu.au)

Chemistry

General senior subject

General

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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions <ul style="list-style-type: none"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change 	Molecular interactions and reactions <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions 	Equilibrium, acids and redox reactions <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction 	Structure, synthesis and design <ul style="list-style-type: none"> • Properties and structure of organic materials • 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 (IA1): <ul style="list-style-type: none"> • Data test 	Formative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Student experiment
Formative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Research investigation 	
Formative internal assessment (EA): 50% <ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> • Data test 	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Research investigation 	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Student experiment 	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 			

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs D Galletly (dgall23@eq.edu.au)
Mr C Jay (cjay4@eq.edu.au)

Dance

General senior subject

General

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

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

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

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

Pathways

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 and cultural institutions, including arts administration and management, communication, education, public relations, research, and science and technology.

Objectives

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

- demonstrate an understanding of 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 skills.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Moving bodies How does dance communicate meaning for different purposes and in different contexts?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – Contemporary – at least one other genre • Subject matter: <ul style="list-style-type: none"> – meaning, purpose and context – historical and cultural origins of focus genres 	<p>Moving through environments How does the integration of the environment shape dance to communicate meaning?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – Contemporary – at least one other genre • Subject matter: <ul style="list-style-type: none"> – physical dance environments including site-specific dance – virtual dance environments 	<p>Moving statements How is dance used to communicate viewpoints?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – Contemporary – at least one other genre • Subject matter: <ul style="list-style-type: none"> – social, political and cultural influences on dance 	<p>Moving my way How does dance communicate meaning for me?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> – fusion of movement styles • Subject matter: <ul style="list-style-type: none"> – developing a personal movement style – personal viewpoints and influences on genre

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — dance work	35%
Summative internal assessment 2 (IA2): • Choreography	20%		
Summative external assessment (EA): 25% • Examination — extended response			

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs J Page (jcpag0@eq.edu.au)

Design

General senior subject

General

PRE-REQUISITES: It is recommended that students will have achieved a minimum of a C standard in Year 10 English, Design and Technologies and Junior Art.

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas. Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Objectives

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice <ul style="list-style-type: none"> • Experiencing design • Design process • Design styles 	Commercial design <ul style="list-style-type: none"> • Explore — client needs and wants • Develop — collaborative design 	Human-centred design <ul style="list-style-type: none"> • Designing with empathy 	Sustainable design <ul style="list-style-type: none"> • Explore — sustainable design opportunities • Develop — redesign

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

FOR FURTHER INFORMATION PLEASE CONTACT: Mr A Myles (amyle15@eq.edu.au)
Mr S Singh (ssing91@eq.edu.au)

Digital Solutions

General senior subject

General

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 <ul style="list-style-type: none"> Understanding digital problems User experiences and interfaces Algorithms and programming techniques Programmed solutions 	Application and data solutions <ul style="list-style-type: none"> Data-driven problems and solution requirements Data and programming techniques Prototype data solutions 	Digital innovation <ul style="list-style-type: none"> Interactions between users, data and digital systems Real-world problems and solution requirements Innovative digital solutions 	Digital impacts <ul style="list-style-type: none"> Digital methods for exchanging data Complex digital data exchange problems and solution requirements Prototype digital data exchanges

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Project — digital solution	30%	Summative external assessment (EA): • Examination	25%

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

Drama

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Share How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms 	<p>Reflect How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts 	<p>Challenge How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts 	<p>Transform How can you transform dramatic practice?</p> <ul style="list-style-type: none"> • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — practice-led project	35%
Summative internal assessment 2 (IA2): • Project — dramatic concept	20%		
Summative external assessment (EA): 25% • Examination — extended response			

FOR FURTHER INFORMATION PLEASE CONTACT: Ms K McCubben (kmccu0@eq.edu.au)

Economics

General senior subject

General

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.

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

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

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
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models <ul style="list-style-type: none"> • The basic economic problem • Economic flows • Market forces 	Modified markets <ul style="list-style-type: none"> • Markets and efficiency • Case options of market measures and strategies 	International economics <ul style="list-style-type: none"> • The global economy • International economic issues 	Contemporary macroeconomics <ul style="list-style-type: none"> • Macroeconomic objectives and theory • Economic management

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Examination — extended response to stimulus	25%
Summative internal assessment 2 (IA2): • Investigation — research report	25%	Summative external assessment (EA): • Examination — combination response	25%

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr T Reupena (treup7@eq.edu.au)

English

General senior subject

General

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 <ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts 	Texts and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts 	Textual connections <ul style="list-style-type: none"> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

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

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

Summative assessments

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

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

English & Literature Extension

General senior subject

General

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 <ul style="list-style-type: none"> • Readings and defences • Complex transformation and defence 	Exploration and evaluation <ul style="list-style-type: none"> • Extended academic research paper • 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): <ul style="list-style-type: none"> • Extended response — reading and defence 	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — academic research paper 	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Extended response — complex transformation and defence 	20%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — theorised exploration of unseen text 	25%

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

Film, Television & New Media

General senior subject

General

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 fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Foundation</p> <ul style="list-style-type: none"> • Concept: technologies How are tools and associated processes used to create meaning? • Concept: institutions How are institutional practices influenced by social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning? 	<p>Story forms</p> <ul style="list-style-type: none"> • Concept: representations How do representations function in story forms? • Concept: audiences How does the relationship between story forms and meaning change in different contexts? • Concept: languages How are media languages used to construct stories? 	<p>Participation</p> <ul style="list-style-type: none"> • Concept: technologies How do technologies enable or constrain participation? • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors? 	<p>Identity</p> <ul style="list-style-type: none"> • Concept: technologies How do media artists experiment with technological practices? • Concept: representations How do media artists portray people, places, events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Assessment

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

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

Summative assessments

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

FOR FURTHER INFORMATION PLEASE CONTACT: Ms K Chappell (kchap60@eq.edu.au)

Food & Nutrition

General senior subject

General

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

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein <ul style="list-style-type: none"> • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions 	Food drivers and emerging trends <ul style="list-style-type: none"> • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets 	Food science of carbohydrate and fat <ul style="list-style-type: none"> • The food system • Carbohydrate • Fat • Developing food solutions 	Food solution development for nutrition consumer markets <ul style="list-style-type: none"> • Formulation and reformulation for nutrition consumer markets • Food development process

Assessment

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

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

Summative assessments

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

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs C Alloway (callo0@eq.edu.au)
Mr S Singh (ssing91@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 provides students with the opportunity to reflect on their understanding of the French language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. 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 French-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 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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	L'exploration du monde Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of French culture to the world 	Notre société Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	Mon avenir My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

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

Summative assessments

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

FOR FURTHER INFORMATION PLEASE CONTACT: Ms S McConochie (smcco189@eq.edu.au)

Geography

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none"> • Natural hazard zones • Ecological hazard zones 	Planning sustainable places <ul style="list-style-type: none"> • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity 	Responding to land cover transformations <ul style="list-style-type: none"> • Land cover transformations and climate change • Responding to local land cover transformations 	Managing population change <ul style="list-style-type: none"> • Population challenges in Australia • Global population change

Assessment

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

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

Summative assessments

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

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr M Foster (mfost39@eq.edu.au)
Ms R Sheppard (rxshe2@eq.edu.au)

Japanese

General senior subject

General

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
私の暮らし My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	私達のまわり Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Japanese culture to the world 	私達の社会 Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	私の将来 My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

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

Summative assessments

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

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs A Wright (awrig292@eq.edu.au)

Legal Studies

General senior subject

General

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

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

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

Pathways

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

Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt <ul style="list-style-type: none"> • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing 	Balance of probabilities <ul style="list-style-type: none"> • Civil law foundations • Contractual obligations • Negligence and the duty of care 	Law, governance and change <ul style="list-style-type: none"> • Governance in Australia • Law reform within a dynamic society 	Human rights in legal contexts <ul style="list-style-type: none"> • Human rights • The effectiveness of international law • Human rights in Australian contexts

Assessment

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

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

Summative assessments

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

FOR FURTHER INFORMATION PLEASE CONTACT: Ms T Goodhew (tsgoo0@eq.edu.au)
Ms A Seevanayagam (tbasee0@eq.edu.au)
Mr J Hanlon (jshan0@eq.edu.au)

General Mathematics

General senior subject



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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations <ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Linear equations and their graphs 	Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none"> • Applications of trigonometry • Algebra and matrices • Univariate data analysis 	Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Assessment

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

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

Summative assessments

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

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs R Scoccimarro (rscoc1@eq.edu.au)
Mr B Woolley (bwool59@eq.edu.au)

Mathematical Methods

General senior subject


 General

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. This subject is not compatible with Essential Mathematics.

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions <ul style="list-style-type: none"> • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences 	Calculus and further functions <ul style="list-style-type: none"> • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1 	Further calculus <ul style="list-style-type: none"> • The logarithmic function 2 • Further differentiation and applications 2 • Integrals 	Further functions and statistics <ul style="list-style-type: none"> • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

Assessment

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

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

Summative assessments

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

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs D Bamber (dbamb7@eq.edu.au)
Ms C Lando (colan0@eq.edu.au)

Specialist Mathematics

General senior subject

General

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. This subject is not compatible with Essential Mathematics.

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <ul style="list-style-type: none"> • Combinatorics • Vectors in the plane • Introduction to proof 	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> • Complex numbers 1 • Trigonometry and functions • Matrices 	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> • Proof by mathematical induction • Vectors and matrices • Complex numbers 2 	Further statistical and calculus inference <ul style="list-style-type: none"> • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Assessment

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

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

Summative assessments

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

FOR FURTHER INFORMATION PLEASE CONTACT: Ms J Ryan (jryan108@eq.edu.au)
Mr B Woolley (bwool59@eq.edu.au)

Modern History

General senior subject

General

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Ideas in the modern world</p> <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 	<p>Movements in the modern world</p> <ul style="list-style-type: none"> • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 	<p>National experiences in the modern world</p> <ul style="list-style-type: none"> • Australia, 1914–1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany, 1914–1945 • United States of America, 1917–1945 	<p>International experiences in the modern world</p> <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912 	<ul style="list-style-type: none"> • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962 	<ul style="list-style-type: none"> • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993 	<ul style="list-style-type: none"> • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • Cold War, 1945–1991
<ul style="list-style-type: none"> • Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1 	<ul style="list-style-type: none"> • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2 	<ul style="list-style-type: none"> • South Korea, 1948–1972 	<ul style="list-style-type: none"> • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

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

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

Summative assessments

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

FOR FURTHER INFORMATION PLEASE CONTACT:

Miss M Wood (mjwoo5@eq.edu.au)
Miss S Crawford (sxcra8@eq.edu.au)

Music

General senior subject

General

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

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience. Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in Music can establish a basis for further education and employment

in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Integrated project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25% • Examination			

FOR FURTHER INFORMATION PLEASE CONTACT: Mr A Baxter (abax0@eq.edu.au)
Mrs O Baxter (obax1@eq.edu.au)

Music Extension

General senior subject

General

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.**

Music Extension is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the **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 express music ideas to realise their performances.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy,

music/entertainment law, and the recording industry.

Objectives

Common objectives

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

- apply literacy skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about 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 <ul style="list-style-type: none"> • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice 	Emerge <ul style="list-style-type: none"> • 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): • Composition 1	20%	Summative internal assessment 3 (IA3): • Composition project	35%
Summative internal assessment 2 (IA2): • Composition 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Summative assessments — Performance specialisation

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

FOR FURTHER INFORMATION PLEASE CONTACT: Mr A Baxter (abax0@eq.edu.au)
Mrs O Baxter (obax1@eq.edu.au)

Physical Education

General senior subject

General

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.

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

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

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

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

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making

as they evaluate and justify strategies to achieve a particular outcome.

Pathways

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

Objectives

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

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

Structure

Unit 2	Unit 1	Unit 3	Unit 4
Sport psychology, equity and physical activity <ul style="list-style-type: none"> Equity — barriers and enablers Sport psychology integrated with a selected physical activity (touch football) 	Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none"> Functional anatomy and biomechanics integrated with a selected physical activity (volleyball) Motor learning integrated with a selected physical activity (badminton or volleyball) 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> Tactical awareness integrated with a selected physical activity (volleyball) Ethics and integrity 	Energy, fitness and training and physical activity <ul style="list-style-type: none"> Energy, fitness and training integrated with a selected physical activity (touch football)

Assessment

In Units 1 and 2 students complete four formative assessments.

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): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • 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

General

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.

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

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • 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 (IA1): • Data test	10%	Formative internal assessment 3 (IA3): • Research investigation	20%
Formative internal assessment 2 (IA2): • Student experiment	20%		
Formative internal assessment (EA): 50% • 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): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

FOR FURTHER INFORMATION PLEASE CONTACT: Mr S Nielsen (sniel78@eq.edu.au)
Mr W McAuley (wcmca0@eq.edu.au)

Visual Art

General senior subject

General

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

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

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

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

Pathways

A course of study in Visual Art can establish a basis for further education and

employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Art as lens Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	<p>Art as code Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based 	<p>Art as knowledge Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed 	<p>Art as alternate Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25%			
• Examination			

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

Applied subjects and Vocational Education Training courses

The information provided in the Applied subject descriptions was provided by the Queensland Curriculum and Assessment Authority 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.

Aquatic Practices

Applied senior subject

Applied

PRE-REQUISITES: For students to fully participate in Aquatic Practices they need to be able to swim 200m without stopping and scull/float/tread water for 10 minutes in a swimming pool.

We may request water safety testing to be completed by students during year 10 to ensure that all course components can safely be completed.

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Module 1: Water and Ship Safety</p> <p>This module explores the fundamental and specialised swimming, water safety and rescue skills needed in a range of water-based activities.</p>	<p>Module 3: Ecosystems and Organisms</p> <p>This module investigates aquatic ecosystems with a focus on the diversity of marine organisms found in the local area and any threats that</p>	<p>Module 5: Navigation and Scuba</p> <p>This module introduces students to navigation, monitoring weather and tides.</p> <p>Students will be taught the knowledge</p>	<p>Module 7: Fishing</p> <p>This module investigates the fundamentals of recreational fishing. Students explore Queensland regulations on catch and gear, plan activities to target species of their choice,</p>

Unit 1	Unit 2	Unit 3	Unit 4
Students demonstrate these skills in a practical aquatic environment	these ecosystems face as a result of the environment and its management.	development component required to complete the PADI SCUBA Open water course in class.	and learn about and take part in sustainable fishing practices.
Module 2: Aquaponics This module investigates biotic and abiotic factors affecting aquatic ecosystems, builds an understanding of aquaculture, hydroponics and aquaponics and explores the use of all three industries. Students will research, design, build, maintain and monitor an aquaponics system and explore the importance of water quality and nutrition in aquaponics.	Module 4: Snorkelling This module examines hazards and risks in aquatic environments, safe snorkelling practices, snorkelling techniques and equipment maintenance. It includes an introduction to eco-tourism practices in the aquatic context.	Module 6: Boating This module investigates the fundamentals of working safely in a Marine-environment, monitoring weather and tides, equipment maintenance and navigation skills. Students are introduced to boat design and propulsion system and Investigate fishing/trawling and commercial shipping channels in the local area.	

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

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

Project	Investigation	Extended response	Performance
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills.
At least two different components from the following: <ul style="list-style-type: none"> written: 500–900 words spoken: 2½–3½ minutes performance: continuous class time 	Presented in one of the following modes: <ul style="list-style-type: none"> written: 600–1000 words 	Presented in one of the following modes: <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes 	<ul style="list-style-type: none"> performance: continuous class time to develop and practice the performance.

Additional Information

There will also be a levy to cover costs such as SCUBA exams, pool hire and transport. The cost of the levy in 2023 will be \$110. 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: Ms T Taylor (ttayl300@eq.edu.au)
 Mr G Anderson (gande68@eq.edu.au)

Building & Construction Skills

Applied senior subject

Applied

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

Building and Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment.

Students learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications.

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

Pathways

A course of study in 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:

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

Structure

The Building & Construction Skills course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> • Industry practices • Construction processes 	Carpentry plus at least two other electives: <ul style="list-style-type: none"> • Bricklaying • Concreting • Landscaping • Plastering and painting • Tiling.

Assessment

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

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

Project	Practical demonstration
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: continuous class time. 	Students demonstrate production skills and procedures in class under teacher supervision.

FOR FURTHER INFORMATION PLEASE CONTACT: Mr D Milne (dmiln12@eq.edu.au)
Mr S Singh (ssing91@eq.edu.au)

Business

CERTIFICATE III IN BUSINESS BSB30120

CATEGORY: CERTIFICATE



DELIVERED IN PARTNERSHIP WITH BINNACLE TRAINING RTO 31319



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

SUBJECT INFORMATION:

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.

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.

COURSE OUTLINE: BSB30120 Cert III Business

Unit Code	Unit Name	
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

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

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 style="list-style-type: none"> • Introduction to the Business Services industry • Personal Wellbeing; Personal Work Priorities 	<ul style="list-style-type: none"> • Develop and apply knowledge of personal finances 	<ul style="list-style-type: none"> • Workplace Health and Safety • Participate in Sustainable Work Practices 	<ul style="list-style-type: none"> • Inclusive Work Practices • Workplace Communication
TERM 5	TERM 6	TERM 7	TERM 8
<ul style="list-style-type: none"> • Work in a Team • Apply Critical Thinking Skills 	<ul style="list-style-type: none"> • Create Electronic Presentations • Design Business Documents 	<ul style="list-style-type: none"> • Deliver Customer Service 	

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

COST:

Course cost is approx. \$265 (Binnacle training fee, payable on enrolment in the course).

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs A Johnstone (ajohn618@eq.edu.au)
Mrs J Andersen (jande225@eq.edu.au)

<p>IMPORTANT Program Disclosure Statement (PDS)</p>	<p><i>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 <u>and</u> those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select 'RTO Files'.</i></p>
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Drones, Engineering and Aviation

CERTIFICATE III IN AVIATION (REMOTE PILOT) AVI30419

CATEGORY: CERTIFICATE
Skills Generation RTO Code: 41008



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

SUBJECT INFORMATION:

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.

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.

COURSE OUTLINE:

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

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

Operate remote pilot aircraft systems in extended visual line of sight (EVLOS)	AVIH0008	Elective
Operate aeronautical radio	AVIE0003	Elective

VOCATIONAL OUTCOME:

On successful completion of all units of competency you will receive 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.

LEARNING MATERIALS MAY INCLUDE:

- 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.

ASSESSMENT PROGRAM:

- 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

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 D Milne (dmiln12@eq.edu.au)
 Mr S Singh (ssing91@eq.edu.au)

Early Childhood Studies

Applied senior subject

Applied

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

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

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:

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
<p>Introduction to the Child Explores the fundamentals of early childhood and learning through a play based framework.</p>	<p>Everyone is Unique Explores the diversity of needs in children including how childcare theory and practices enable the differentiation of learning and care.</p>	<p>The World Around Us Explores the impact of different environments on learning and development.</p>	<p>The Creative Child: Arts and Learning Investigates how children learn through the creative arts including: creative, expressive/performative, and digital modes.</p>
<p>Literacy and Communication Explores the acquisition and development of literacy and communication. Students research, plan, justify and evaluate a play based activity focusing on literacy development in children aged 4-5 years.</p>	<p>Count Me In Examines numeracy development and investigates, implements and evaluates a numeracy based learning activity designed to enhance numeracy development for a 4-5 year-old child.</p>	<p>Our Community Explores the specific Townsville community and its needs and implications for early childhood education.</p>	<p>Working with Children Explores the range of legislative and personal roles and responsibilities of working with children in different contexts. Students investigate a range of child learning organisations and services and explore how these deliver diverse, relevant and robust learning and care for children.</p>

Assessment

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

- two projects
- two other investigations.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

FOR FURTHER INFORMATION PLEASE CONTACT: Ms K Chappell (kchap60@eq.edu.au)
Ms N Campbell (ncamp85@eq.edu.au)

Engineering

CERTIFICATE II ENGINEERING PATHWAYS MEM20413



CATEGORY: CERTIFICATE
Pimlico State High School RTO Code: 30087

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

SUBJECT INFORMATION:

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.

COURSE OUTLINE:

Packaging Rules: 12 units to be completed. 4 Core units 8 Electives

Units of Competency	Competencies	Core/Elective
Apply principles of occupational health and safety in the work environment	MEM13014A	Core
Develop a career plan for the engineering and manufacturing industry	MEMPE005A	Core
Undertake a basic engineering project	MEMPE006A	Core
Participate in environmentally sustainable work practices	MSAENV272B	Core
Organise and communicate information	MEM16006A	Elective
Use hand tools	MEM18001C	Elective
Use power tools/hand held operations	MEM18002B	Elective
Use engineering workshop machines	MEMPE001A	Elective
Use electric welding machines	MEMPE002A	Elective
Use oxy-acetylene and soldering equipment	MEMPE003A	Elective
Use fabrication equipment	MEMPE004A	Elective
Adapt to work in industry	MSAPC1101A	Elective

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.

VOCATIONAL OUTCOME:

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

STRUCTURED WORKPLACE LEARNING (SWL):

An important part of this subject is Structured Workplace Learning (SWL) for 2 weeks per year. Students will be expected to make a commitment to participate in this on-the-job training. Students accessing SWL will be required to undergo a General Safety Induction – Construction Industry (White Card).

ASSESSMENT PROGRAM:

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.

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 D Spero (dcspe0@eq.edu.au)
Mr S Singh (ssing91@eq.edu.au)

Essential English

Applied senior subject

Applied

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Extended response — spoken/signed response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Extended response — Written response

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

Essential Mathematics

Applied senior subject

Applied

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

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

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

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

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context

related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none"> • Fundamental topic: Calculations • Number • Representing data • Graphs 	Money, travel and data <ul style="list-style-type: none"> • Fundamental topic: Calculations • Managing money • Time and motion • Data collection 	Measurement, scales and data <ul style="list-style-type: none"> • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data 	Graphs, chance and loans <ul style="list-style-type: none"> • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Problem-solving and modelling task 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Examination

FOR FURTHER INFORMATION PLEASE CONTACT: Miss A Arlett (akar11@eq.edu.au)
Miss E Power (epowe18@eq.edu.au)

Health Services

**HLT33115 Certificate III in Health Services Assistance
(including HLT23215 Certificate II in Health Support Services)**

CATEGORY: CERTIFICATE



Connect 'n' Grow[®]
REDESIGNING EDUCATIONAL PATHWAYS
RTO 40518

**DELIVERED IN PARTNERSHIP WITH
CONNECT N GROW RTO 40518**

SUBJECT INFORMATION:

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 safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.

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

Entry requirements

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

International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

COURSE OUTLINE:

This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®.

Year 1

Unit Code	
HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities
BSBINM201	Process and maintain workplace information
HLTINF001	Comply with infection prevention and control policies and procedures
HLTHSS003	Perform general cleaning tasks in a clinical setting
HLTHSS005	Undertake routine stock maintenance
CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
BSBCUS201	Deliver a service to customers
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS010	Maintain a high standard of service
CHCDIV001	Work with diverse people

Year 2

Unit Code	
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
BSBMED303	Maintain patient records

CHCCCS015	Provide individualised support
BSBWOR301	Organise personal work priorities and development
HLTAID011	Provide First Aid
HSLTAID009	Provide Cardiopulmonary resuscitation
CHCCCS009	Facilitate responsible behaviour
CHCDIV002	Promote Aboriginal and / or Torres Strait Islander Cultural safety

STRUCTURED WORKPLACE LEARNING (SWL):

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability. Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

VOCATIONAL OUTCOME:

Successful completion of all the units of competency will lead to the awarding of Certificate III Health Services Assistant.

ASSESSMENT PROGRAM:

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.

COST:


The course cost is approximately \$499 for all Year 12 students. (Connect 'n' Grow training fee, payable on enrolment in the course). Students may be able to complete this certificate as a traineeship. Contact the VET Coordinator or Connect 'n' Grow if you would like to explore potential options.

FOR FURTHER INFORMATION PLEASE CONTACT: Ms K Bessell (kxbeso@eq.edu.au)
Ms L Kynaston (lkyna3@eq.edu.au)

Hospitality

CERTIFICATE II IN HOSPITALITY SIT20316

CATEGORY: CERTIFICATE
Pimlico State High School RTO Code: 30087



NATIONALLY RECOGNISED
TRAINING

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.

SUBJECT INFORMATION:

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.

COURSE OUTLINE:

Packaging Rules: 12 units to be completed. 6 Core units 6 Electives

Units of Competency	Competencies	Core/Elective
Work Effectively with others	BSBWOR203	Core
Source and use information on the hospitality industry	SITHIND002	Core
Use hospitality skills effectively	SITHIND003	Core
Interact with customers	SITXCCS002	Core
Participate in safe work practices	SITXWHS001	Core
Show social and cultural sensitivity	SITXCOM001	Core
Use hygienic practices for food safety	SITXFSA001	Elective
Prepare and serve non-alcoholic beverages	SITHFAB004	Elective
Prepare and serve espresso coffee	SITHFAB003	Elective
Serve food and beverage	SITHFAB007	Elective
Prepare and serve simple dishes	SITHCCC002	Elective
Prepare and serve sandwiches	SITHCCC003	Elective

During Year 11, students will be involved in the preparation and presentation of a variety of food items including simple dishes and sandwiches. Students will also be involved in a number of functions throughout the course. During Year 12, students will run a café (Café Coco), offering breakfast, beverages and simple meals.

STRUCTURED WORKPLACE LEARNING (SWL):

Students are expected to participate in compulsory Structured Work Placement in a hospitality environment (food and beverage service) so the competency, "Use hospitality skills effectively" can be achieved. Students will not be able to achieve the Certificate II in Hospitality unless this placement is undertaken.

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.

ASSESSMENT PROGRAM:

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

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. This levy was set at \$55 per semester for 2022. The cost for 2023 will be determined in November. The levy enables school staff to purchase ingredients so that students are able to experience, prepare and taste a variety of food and beverage items.
- Students will also obtain an RSA (Responsible Service of Alcohol), which is required for SWL (Structured Workplace Learning) at additional cost.
- Students will also be required, at times, to participate in functions outside of normal school hours e.g. Year 12 Formal, Parent Teacher Meet and Greet, regular before school café and any other school events.

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 FUTURE INFORMATION PLEASE CONTACT: Ms R Austin (raust70@eq.edu.au)
Mrs C Alloway (callo0@eq.edu.au)
Mr S Singh (ssing91@eq.edu.au)

Information Technology

CERTIFICATE II IN APPLIED DIGITAL TECHNOLOGIES ICT20120

CATEGORY: CERTIFICATE
Pimlico State High School RTO Code: 30087



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

SUBJECT INFORMATION:

This course is a vocational education training (VET) program. It enables students to become more familiar with using, creating and communicating information using computers.

In Year 11 and 12, students participate in a series of activities that build foundation knowledge and skills within computing. Topics covered include the operation of a personal computer and creating documents using word processing, spreadsheeting, databases and presentation packages. Students will also be able to efficiently send and retrieve information over the internet using both browsers and email.

Other topics covered include working effectively in an information technology environment, communicating in the workplace, occupational health and safety procedures and using integrated commercial computing packages.

These are skills that have become vitally important both at work and for everyday life.

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.

COURSE OUTLINE:

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

Units of Competency	Code	Core/Elective
Use computer operating systems and hardware (Release 1)	ICTICT213	Core
Contribute to the health and safety of self and others (Release 1)	BSBWHS211	Core
Operate application software packages (Release 1)	ICTICT214	Core
Participate in sustainable work practices (Release 1)	BSBSUS211	Core
Operate digital media technology packages (Release 1)	ICTICT215	Core
Use digital technologies to communicate in a work environment (Release 1)	BSBTEC202	Core
Operate database applications (Release 1)	ICTICT226	Elective
Integrate commercial computing packages (Release 1)	ICTICT224	Elective
Create electronic presentations (Release 1)	BSBTEC303	Elective
Support personal wellbeing in the workplace (Release 1)	BSBPEF201	Elective
Design and produce business documents (Release 1)	BSBTEC301	Elective
Maintaining ICT equipment and replace consumables (Release 1)	ICTSAS216	Elective

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.

ASSESSMENT PROGRAM:

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.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr T Lever (tleve19@eq.edu.au)
Mr M Weis (mweis30@eq.edu.au)

Justice

CERTIFICATE IV IN JUSTICE STUDIES 10071NAT

CATEGORY: CERTIFICATE



DELIVERED IN PARTNERSHIP WITH UNITY COLLEGE RTO 32123

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.

SUBJECT INFORMATION:

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.

COURSE OUTLINE:

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 2023 school year. This is to ensure alignment to current industry practices is at its optimum

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

VOCATIONAL OUTCOME:

Successful completion of all the units of competency will lead to the awarding of Certificate IV Justice Studies.

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

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.

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

Technology required: access to the internet.

COST:

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

FOR FUTURE INFORMATION PLEASE CONTACT: Ms P Jorgensen (pjorg3@eq.edu.au)

<p><u>IMPORTANT</u> Program Disclosure Statement (PDS)</p>	<p>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 (May2022).</p> <p>Refund Policy: Refund for students exiting a certificate course is on prorate basis related to the unit/s of competency covered (less a \$50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal.</p>
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Science in Practice

Applied senior subject

Applied

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and

employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

By the conclusion of the course of study students should:

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Mythbusters • Aquaponics 	<ul style="list-style-type: none"> • Consumer Microbiology • Rocks and Mining 	<ul style="list-style-type: none"> • Healthy lifestyles • Weather 	<ul style="list-style-type: none"> • Electronics • Car science

Assessment

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

Units 3 and 4 consolidate student learning.

Formative Assessment

Unit 1	Unit 2
<p>Investigation: Students will design, conduct and evaluate an investigation of a given myth and produce a written report.</p>	<p>Project Students make cider and create a journal. They then make bread and create a vlog about the process.</p>
<p>Collection of work: Students undergo three pieces of work: a magazine article, water testing recording and evaluation of data.</p>	<p>Examination: Students will be tested on the subject matter of the unit "Rocks and Mining."</p>

Summative Assessment

Unit 3	Unit 4
<p>Investigation: Students will do an audit on their average sleep and fitness level. Also, they will undergo fitness tests. They will then make suggestions of changes to their sleep patterns and/or exercise level, enact these suggestions for at least four weeks. They will then undergo another set of fitness tests to assess if their changes had an effect on their fitness.</p>	<p>Project: Students will make an electronic circuit, from a kit, to perform a given task. They will then explain how it works in a written form.</p>
<p>Collection of work: Students do three pieces of work: a poster of the elements of weather, a website or video summarizing data collected during field work and an essay making a forecast based on synoptic charts.</p>	<p>Examination: Exam about Car Science during exam block. (60 minutes)</p>

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs C Martin (cdrut0@eq.edu.au)
Mr J Gaskell (jgask3@eq.edu.au)

Social & Community Studies

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Core life skills	Elective topics	
<ul style="list-style-type: none"> • Personal skills — Growing and developing as an individual • Interpersonal skills — Living with and relating to other people • Citizenship skills — Receiving from and contributing to community 	<ul style="list-style-type: none"> • The Arts and the community • Australia's place in the world • Gender and identity • Health: Food and nutrition • Health: Recreation and leisure 	<ul style="list-style-type: none"> • Into relationships • Legally, it could be you • Money management • Science and technology • Today's society • The world of work

Assessment

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

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

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item on the test

FOR FURTHER INFORMATION PLEASE CONTACT

Ms J Francis (jfran337@eq.edu.au)
 Mr J Hanlon (jshan0@eq.edu.au)

Sport & Recreation

Applied senior subject

Applied

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Tournament Organisation and Officiating in Volleyball/ Badminton/Tennis</p> <p>Explores the policies and procedures involved in tournament organisation and officiating in a physical activity and allows students to organise, officiate and participate in a tournament to enhance health, well-being and participation in the future.</p>	<p>Sport, Recreation and Fitness Industries in the Townsville Community with Minor Games</p> <p>Develops students' understanding of sports, recreation and fitness industries and investigates the available vocational and employment pathways in the Townsville community.</p>	<p>Training for Fitness</p> <p>Explores fitness components and training methods and how they can enhance their lifelong fitness.</p>	<p>Coaching and Ultimate Disc/Softball</p> <p>Investigates coaching principles and allows students to demonstrate and refine their coaching skills in a minor games context.</p>
<p>Orienteering</p> <p>Develops students' understanding of the skills and concepts involved in orienteering. Students demonstrate physical performance in orienteering contexts.</p>	<p>Sports Nutrition in Netball/Basketball</p> <p>Examines the nutrition and nutritional requirements for performance in basketball/netball. Students demonstrate physical performance in their chosen sport context.</p>	<p>First Aid in Futsal/European Handball</p> <p>Develops students' understanding of first aid principles and injury prevention strategies for sports. Students demonstrate physical performance in their chosen sport context.</p>	<p>Archery Health and Safety</p> <p>Develops students' understanding of the skills, concepts and health and safety practices in archery. Students demonstrate performance in an archery context.</p>

Assessment

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

- one project
- one investigation, extended response or examination.
- two physical activity performances.

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 2–4 minutes 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

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 M Monaghan (mhben0@eq.edu.au)
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Visual Arts in Practice

Applied senior subject

Applied

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

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

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

Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating,

illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Objectives

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

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

Structure

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

Core	Electives
<ul style="list-style-type: none"> • Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation 	<ul style="list-style-type: none"> • 2D • 3D

Course Overview

Year 11

Unit 1	Module 1: Ceramics	<u>Project</u> <ul style="list-style-type: none"> • Proposal – 2-4 minute Multimodal presentation • Artwork and Journal
	Module 2: Illustration	<u>Product</u> <ul style="list-style-type: none"> • Artwork and Journal
Unit 2	Module 3: Wearable Art	<u>Project</u> <ul style="list-style-type: none"> • Artwork and Journal • Artist's statement – 400-700 words
	Module 4: Printmaking	<u>Product</u> <ul style="list-style-type: none"> • Artwork and Journal

Year 12

Unit 3	Module 5: Illustration	<u>Product</u> <ul style="list-style-type: none"> • Artwork and Journal
	Module 6: Ceramics	<u>Project</u> <ul style="list-style-type: none"> • Artwork and Journal • Artist's statement – 500-900 words
Unit 4	Module 7: Wearable Art	<u>Project</u> <ul style="list-style-type: none"> • Artwork and Journal • Critique – 3-6 minute Multimodal presentation
	Module 8: Printmaking	<u>Product</u> <ul style="list-style-type: none"> • Artwork and Journal

Assessment

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

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

FOR FURTHER INFORMATION PLEASE CONTACT: Miss R Parisi (rmpar0@eq.edu.au)