



Boonah State High School

Year 10 to 11

Subject Selection Handbook

for 2025

All contents of this handbook are correct at the time of publication but are subject to change. Subjects will only be offered based on demand and timetabling constraints.

(Correct as at 9 July 2024)

RTO Number: 30235

TABLE OF CONTENTS

Some things to think about.....	3
Subjects offered by Boonah SHS.....	4
Queensland Certificate of Education (QCE).....	7
VET and the new system.....	9
Australian Tertiary Admission Rank (ATAR).....	10
What is a SET Plan?	11
SET Plan and Subject Selection using OneSchool	11

SENIOR SCHOOL SUBJECT OFFERINGS

GENERAL SUBJECTS

Biology (BIO)	15
Business (BUS).....	17
Chemistry (CHM).....	19
English (ENG).....	21
General Mathematics (MAG).....	23
Geography (GEG)	25
Literature (LIT)	27
Mathematical Methods (MAM).....	29
Modern History (MHS).....	31
Physical Education (PED).....	33
Physics (PHY).....	35
Psychology (PSY)	37
Specialist Mathematics (MAS)	39
Visual Art (ART)	41

APPLIED SUBJECTS

Agricultural Practices (AGU)	43
Building and Construction (BSK)	45
Essential English (ENE)	47
Essential Mathematics (MAE).....	49
Fashion (FAZ).....	51
Furnishing Skills (FSK).....	53
Hospitality Practices (HPJ)	55
Information & Communication Technology (ICJ)	57
Sport & Recreation (REC).....	59
Tourism (TOU).....	61
Visual Arts in Practice (VAP)	63

VET SUBJECTS

MEM20422 Certificate II in Engineering Pathways (ENP)	65
SIS20115 Certificate II in Sport & Recreation (SAR).....	67

NB. Low enrolment numbers in a subject may result in:

1. Subject is studied through Brisbane School of Distance Education
2. Class is a composite class with Year 12
3. Subject may not run at Boonah State High School

General Information

As a part of the Queensland Government's package of education and training reforms (The Youth Participation in Education and Training Act 2003) it is mandated that students must stay at school until they finish Year 10 or turn 16, whichever comes first. After Year 10, students not employed for at least 25 hours per week need to:

- stay in education or training for 2 or more years, or
- get a Queensland Certificate of Education (QCE), or QCIA, obtain a Certificate III vocational qualification or higher, or
- turn 17, whichever comes first.

In addition to these guidelines, the Queensland Government has mandated that ALL Year 10 students must develop a Senior Education and Training Plan (SET Plan) that sets out their Intended Learning Outcomes (ILO) or activities after Year 10. This is recorded on their QCAA learning account and OneSchool student profile.

What is a QCAA Learning Account?

All Year 10 students are individually registered with the Queensland Curriculum and Assessment Authority (QCAA). Their registration generates a Learner Unique Identifier (LUI) and opens the student's learning account. The individual password given to each student allows them to visit their learning account and access the Career Information Service. The Learning Account records all learning – what, where and when. As activities or studies are completed, the learning account grows, just like a bank account. Most banking will start in Year 11.

The learning account stores information about the different types of learning that a student may undertake. The account records enrolments and achievements in contributing studies that may lead towards a QCE:

- A Senior Statement
- A Statement of Results
- A Vocational Education and Training (VET) certificate
- A Queensland Certificate of Individual Achievement (QCIA)
- an Australia Tertiary Admission Rank (ATAR)



Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification that is recognised by employers in the workplace. It acknowledges a broad range of learning options offering students flexibility in what, where and when they learn. The Queensland Curriculum and Assessment Authority (QCAA) will award young people a QCE when they complete the Senior Phase of Learning within certain guidelines. The QCE attests to:

- A significant amount of quality assured learning
- Learning at a set standard of achievement
- Literacy and numeracy requirements

To be eligible, students must bank at least 20 credits in their learning account. If there are less than 20 credits in a student's learning account at the end of Year 12, it will remain open and the student can continue to bank credits until they are 25 years of age.

Queensland Certificate of Education (QCE)

For students completing Year 12

About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

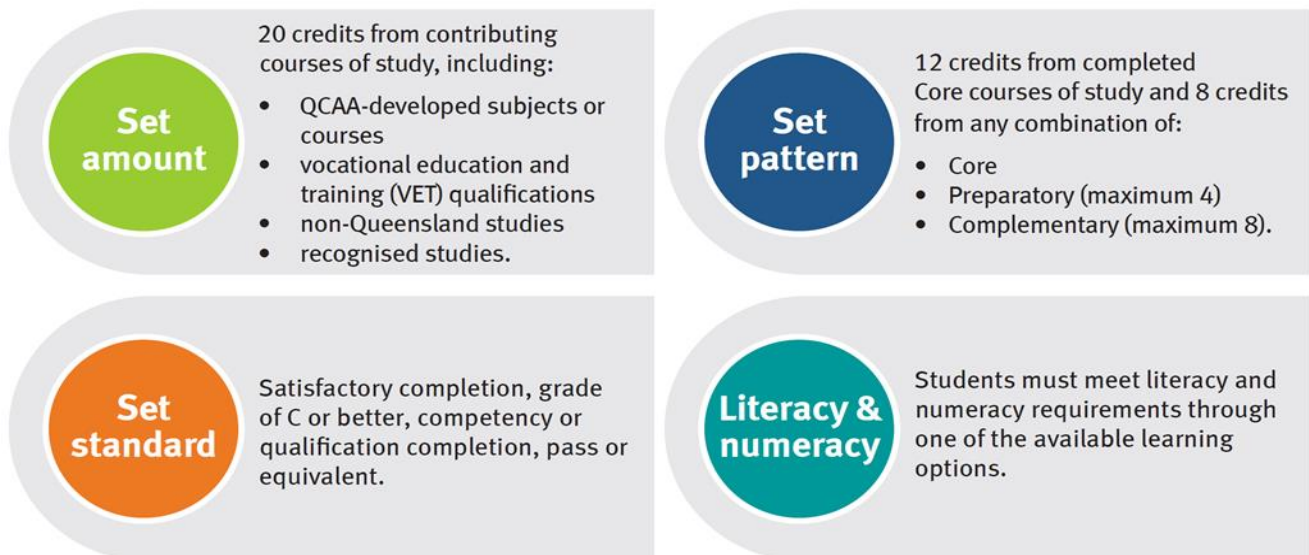
The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study during the SET Plan interview. The school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements.



QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.



More information

For more information about the QCE requirements, see the following factsheets which are available on the QCAA website at www.qcaa.qld.edu.au.

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

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

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

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

QCAA Short Courses	
<ul style="list-style-type: none"> QCAA Short Course in Literacy QCAA Short Course in Numeracy 	1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

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

QCAA Short Courses	
<ul style="list-style-type: none"> QCAA Short Course in Aboriginal & Torres Strait Islander Languages QCAA Short Course in Career Education 	1
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

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

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

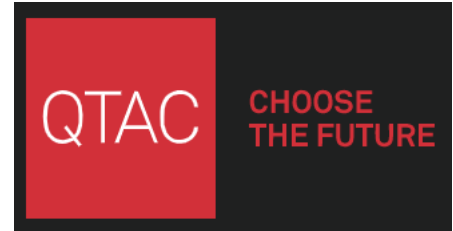
● Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

Australian Tertiary Admission Rank (ATAR)

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

- best five scaled 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.



English requirement

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

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

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

ATAR calculation

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

QTAC will calculate ATARs based on either:

- A student's best five General (currently Authority) subjects results OR
- A student's best results in a combination of four General subject results, plus an applied learning subject result.

OR	
Best five (5) QCAA General subjects	Best four (4) QCAA General subjects + The best result in a: QCAA Applied (currently Authority-registered subject of Subject Area Syllabus subject) or completed Certificate III or completed Certificate IV or completed Diploma or completed Advanced diploma

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

What is a SET Plan?

Your SET Plan maps out how you will work towards attaining a Queensland Certificate of Education or Senior Statement, a Certificate III vocational qualification, and/or a viable work option.

The SET Plan is designed to:

- Work as a 'road map' to help you achieve your learning goals during the Senior Phase of Learning,
- Include flexible and coordinated pathway options,
- Assist you to examine further options across education, training and employment sectors, and
- Help you to communicate with your parents/carers or personnel from your school/learning provider.

In your personalised plan, you will be able to list a variety of different learning pathways, some of which you may access outside the current formal structure of our school. This will allow you to create more options and flexibility in your learning. The plan can be altered if you decide to change directions and explore different learning pathways.

You are responsible for the safekeeping of your SET Plan. However, the school will also maintain a copy of the plan.

Completing your SET Plan and choosing subjects

On-line in OneSchool

1. Go to internet and log onto <https://oslp.eq.edu.au>
2. Log in with your school username and password.
3. Click on 'My Education Plan' (in the top left corner)

SET PLAN

4. Click on **Intended Learning** and then **Surveys** to complete the SET Plan. Answer all questions. **The survey will not save unless there is something in each question.** If the question does not apply to you put **N/A** in the response box. (Try doing a short response first. You can go back and edit it later.) **DON'T forget to click Save at the end of each page!**

SUBJECT SELECTION

5. Select the **Subject Selection** tab to complete your subject selection.
6. The new screen will say "You currently have no subject selection model selected". Click on [Click here](#) to select one.
7. In the new window select **2025 Year 11 Subject Selection and Save.**
8. When new screen opens select **Edit.**
9. Follow instructions on screen to select 6 subjects which must include an English and a Maths subject. **NOTE: This is NOT your final Subject Selection students will select their FINAL subjects from the blocks during their SET Plan interview. BRING your laptop to the SET Plan interview.**
10. **DON'T FORGET TO CLICK SAVE!!!!!!**

Some things to think about

Choosing subjects for Years 11 and 12 is very important and requires you to give full consideration in order to adequately prepare you for your future. The choices you make now will guide you towards what options are available to you at the end of Year 12.

You may choose to go straight to University or TAFE or you may choose to enter the workforce with the option of undertaking further study or training later. There are many Vocational Educational pathways including traineeships and apprenticeships open to students in their senior years of education.

It is important to choose senior subjects carefully as your decisions may affect your success at school, your feelings about school, and also your level of preparedness or eligibility for particular training or tertiary study after school. Even though there are many factors to consider, choosing your program of study can be made easier if you go about the task logically, and follow a set of planned steps.

OVERALL PLAN

As an overall plan, it is suggested that you choose subjects:

- you enjoy
- you have achieved in or feel confident of achieving good results
- that reflect your interests and abilities
- that help you reach your career and employment goals
- that will develop skills, knowledge and attitudes useful throughout your life

FIND OUT ABOUT JOB PATHWAYS

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present, then select subjects that will keep several career options open to you. Your Guidance Officer will be able to help you get started.

You also need to find out about the various pathways you can take to obtain qualifications you need to get a job in the areas in which you are interested. Once you know about the different pathways, you can select the most appropriate one for you.

The following resources are available online or at school and give you information about occupations and the subjects and courses needed to gain entry to these occupations:

- Australia's national career information service, called mypath: <http://www.qtac.edu.au/atar-my-path/my-path>
- The Job Guide: <http://www.jobguide.thegoodguides.com.au/Study-work-and-career-support/State-Info/QLD>
- Brochures from industry groups provide information on the various pathways to jobs within these industries – start with the Industry Skill Councils: <http://www.isc.org.au/>
- Queensland Government Employment & Jobs website: <https://www.qld.gov.au/jobs/>
- The Queensland Studies Authority Jobs and Careers page: <https://studentconnect.qsa.qld.edu.au/careers.html>
- The QTAC Guide available from your Guidance Officer, is useful for information on tertiary courses offered through the Queensland Tertiary Admissions Centre (QTAC).
- The Tertiary prerequisites book, provided by QTAC to all Year 10 students, provides information on subjects required for entry to tertiary courses offered through QTAC in the year they will begin study.
- The Queensland TAFE Handbook is available at <http://www.tafe.qld.gov.au/>

Students should remember that success in any form of study requires a high degree of commitment and hard work. Learning is a lifelong process.

FIND OUT ABOUT and INVESTIGATE EACH SUBJECT OFFERED AT SCHOOL

- Read subject descriptions and course outlines provided by your school in the subject selection handbook.
- Attend the school Subject Expo.
- Talk to Heads of Department & teachers of each subject.
- Look at books & materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students already studying the subject.

TRAPS TO AVOID

- Do not select subjects simply because someone told you that they “will help you get a better ATAR”.
- Consider other peoples’ opinions of the subjects but do not make your decision on these only. Check the subjects out for yourself.

Reviewing your choices

During Year 11, it is worthwhile reviewing how you are going to assess whether the choices made in Year 10 have been the right ones for you. To do this you need to consider your attitude and results. It is worth looking again at the course you have chosen. Remember, you may be able to make some subject changes at the end of each semester if needed.

There is no point in continuing on with a course of study if it is obvious that it has been incorrect or inappropriate.

For most students it is to their advantage to continue on and complete the courses they started in Year 11. For those who decide that their initial choices were incorrect, they need to consider other options. The best means of making sound alternate choices is to consult with our **Guidance Officer**.

Senior Subjects

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

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

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/subjects-from-2024 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 course. Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

General syllabuses 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.

Applied syllabuses overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result. Schools develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

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

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

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

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

Summative internal assessment — instrument-specific standards

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

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

Senior External Examinations

Senior External Examinations course overview

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school
- adult students (people of any age not enrolled at a Queensland secondary school) to meet tertiary entrance or employment requirements
- for personal interest.

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations. For more information about the Senior External Examination, see: www.qcaa.qld.edu.au/senior/see

Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: <https://www.qcaa.qld.edu.au/senior/sep-calendar>.

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

Vocational Education and Training (VET)

Vocational Education & Training (VET) provides students with the opportunity to learn real world work skills that applies to specific industries. Through their training, students will learn the knowledge elements & practice the performance skills required to build competence and gain a qualification for that industry.

What are the benefits?

VET provides a number of benefits to students, including:

- Credits towards their Senior Queensland Certificate of Education (QCE)
- The attainment of a nationally recognised qualification
- Development of employability skills
- Obtaining practical work experience in their desired industry
- Support in the transition from school to the workforce or future studies

What does VET cost?

The cost of vocational training can vary depending on the provider, the location, the industry, and the resources required to complete each course. The subjects listed within this handbook will outline the individual costs for each course and if VETiS funding will be used.

What is VETiS funding?

Vocational Education & Training in Schools (VETiS) provides government funding for young people to undertake training into a priority industry. This funding allows students to complete one Certificate I or Certificate II for free. Once used, students cannot access this funding again so it is important to note that students choosing any VET subjects for their senior pathways can only access one VETiS funded course and that they are not able to change from one VETiS program to another, even if they do not complete the initial course they started.

Subject Prerequisites

For all subjects, prerequisites exist to promote consistency across learning areas and to provide a benchmark for achievement to encourage the long-term success of each chosen subject for the entirety of the two-year learning journey. **These prerequisites outline the required level of achievement students must have reached by the end of Semester 1 of Year 10 to gain admission to the subject and to be successful in that subject.**

All General Subjects have a requirement for semester passes during the course to allow continuation of study in the subject. A semester result of 'D' or 'E' will require the student to show cause why they should be allowed to continue in that subject.

Area of study	Year 11 subjects	Subject Prerequisites
English	General <ul style="list-style-type: none"> General English Literature Applied <ul style="list-style-type: none"> Essential English 	Minimum of a C in Yr10 English Minimum of a B in Yr10 English
Mathematics	General <ul style="list-style-type: none"> General Mathematics Mathematical Methods Specialist Mathematics Applied <ul style="list-style-type: none"> Essential Mathematics 	Minimum of a B in Yr10 Maths Minimum of a B in Yr10 Maths Minimum of a B in Yr10 Maths
Science	General <ul style="list-style-type: none"> Biology Chemistry Physics Psychology Applied <ul style="list-style-type: none"> Agricultural Studies 	Minimum of a B in Yr10 Science and a C in Maths Minimum of a B in Yr10 Science and Maths Minimum of a B in Yr10 Science and Maths Minimum of a B in Yr10 Science and Maths
Humanities and Social Sciences	General <ul style="list-style-type: none"> Business Geography Modern History Applied <ul style="list-style-type: none"> Tourism 	Minimum of a C in Yr10 English and Maths Minimum of a C in Yr10 Humanities and English Minimum of a C in Yr10 Humanities and English
Health and Physical Education	General <ul style="list-style-type: none"> Physical Education Applied <ul style="list-style-type: none"> Sport and Recreation VET <ul style="list-style-type: none"> Certificate II in Sport and Recreation 	Minimum of a B in Yr10 HPE and English
Digital Technologies	Applied <ul style="list-style-type: none"> Information and Communication Technology 	
Design Technologies	Applied <ul style="list-style-type: none"> Building and Construction Furnishing Fashion Hospitality Practices VET <ul style="list-style-type: none"> Certificate II in Engineering Pathways 	
Practical Arts	General <ul style="list-style-type: none"> Visual Art Applied <ul style="list-style-type: none"> Visual Arts in Practice 	Minimum of a C in Yr10 English

Subject Changes

The Senior Phase of learning is very prescriptive and has a strong focus on the notion of a two-year program. Within Years 11 & 12, syllabi are broken into Units of Learning. These units do not fall neatly into semester or term boundaries.

As such, **selections made for the commencement of Year 11 are to be retained until the end of Year 12.** This provides a clear pathway to attaining a QCE and provides students with the foundation on which learning is built throughout the two-year journey.

Subject changes inhibit the development of student skills and long-term ability to attain a QCE or ATAR.

Biology

Head of Department: Hayley Long

Email: hlong15@eq.edu.au

General

QCAA Subject Category	General	Timetable Code	BIO
QCE Credit Points	4	QCAA No	000042

Prerequisites	Equipment
Assumed knowledge, prior learning or experience The P–10 Australian Curriculum: Science is assumed knowledge for this syllabus. - B standard or higher in Year 10 Science - C standard or higher in Year 10 English - students should not study Essential Maths - students should study General English	Laptop Scientific Calculator Stationery
	Costs
	Excursions

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts

- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to 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.

Syllabus Objectives

By the conclusion of the course of study students will:

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

Course 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 • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology 	Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis — thermoregulation and osmoregulation • Infectious disease and epidemiology 	Biodiversity and the inter-connectedness of life <ul style="list-style-type: none"> • Describing biodiversity and populations • Functioning ecosystems and succession 	Heredity and continuity of life <ul style="list-style-type: none"> • Genetics and heredity • Continuity of life on Earth

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).

Unit 1		Unit 2	
Formative internal assessment/s <ul style="list-style-type: none"> • FA1 – Data test • FA2 – Student experiment report • FA3 – Examination (unit 1) 		Formative internal assessment/s <ul style="list-style-type: none"> • FA4 – Research investigation • FA5 – Examination (unit 2) 	
Unit 3		Unit 4	
Summative internal assessment: <ul style="list-style-type: none"> • IA1 - Data test 	10%	Summative internal assessment: <ul style="list-style-type: none"> • IA3 - Research Investigation 	20%
Summative internal assessment: <ul style="list-style-type: none"> • IA2 - Student experiment 	20%		
Summative external assessment (EA): <ul style="list-style-type: none"> • Examination – combination response 50% 			

Business

Head of Department: Adam Sinclair

Email: ajsin1@eq.edu.au

General

QCAA Subject Category	General	Timetable Code	BUS
QCE Credit Points	4	QCAA No	000066

Prerequisites	Equipment
- C standard or higher in Year 10 English - C standard or higher in Year 10 Maths	Laptop Stationery
	Costs
	Excursions

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

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

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

Business allows students to engage with the dynamic business world (in both national and global contexts),

the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

Pathways

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

Syllabus Objectives

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

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

Course 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 -business start-up • 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 business

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).

Unit 1		Unit 2	
Formative internal assessment/s <ul style="list-style-type: none"> • FA1 - Examination — combination response • FA2 - Investigation — business report 		Formative internal assessment/s <ul style="list-style-type: none"> • FA3 - Extended response — feasibility report • FA4 - Examination — combination response 	
Unit 3		Unit 4	
Summative internal assessment: <ul style="list-style-type: none"> • IA1 - Examination — combination response 	25%	Summative internal assessment: <ul style="list-style-type: none"> • IA3 - Extended response — feasibility report 	25%
Summative internal assessment: <ul style="list-style-type: none"> • IA2 - Investigation — business report 	25%		
Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — combination response 25% 			

Chemistry

Head of Department: Hayley Long

Email: hlong15@eq.edu.au

General

QCAA Subject Category	General	Timetable Code	CHM
QCE Credit Points	4	QCAA No	000040

Prerequisites	Equipment
Assumed knowledge, prior learning or experience The Australian Curriculum: Science P–10 is assumed knowledge for this syllabus. - B standard or higher in Year 10 Science - B standard or higher in Year 10 Maths - students studying Essential Maths cannot study Chemistry	Laptop Scientific Calculator Stationery
	Costs
	Excursions

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students’:

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making

- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

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.

Syllabus Objectives

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

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

Course 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.

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 1		Unit 2	
Formative internal assessment/s <ul style="list-style-type: none"> • FA1 – Data test • FA2 – Research investigation • FA3 – Examination (unit 1) 		Formative internal assessment/s <ul style="list-style-type: none"> • FA4 – Student experiment report • FA5 – Examination (unit 2) 	
Unit 3		Unit 4	
Summative internal assessment: <ul style="list-style-type: none"> • IA1 – Data test 	10%	Summative internal assessment: <ul style="list-style-type: none"> • IA3 – Research investigation 	20%
Summative internal assessment: <ul style="list-style-type: none"> • IA2 – Student experiment 	20%		
Summative external assessment (EA): Examination – combination response 50%			

English

Head of Department: Lyn Colley

Email: lcoll50@eq.edu.au

General

QCAA Subject Category	General	Timetable Code	ENG
QCE Credit Points	4	QCAA No	000001

Prerequisites	Equipment
- C standard or higher in Year 10 English	Laptop Stationery
	Costs
	Nil

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts
- skills to 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
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers

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.

Syllabus 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/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.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> • Texts in contexts • Language and textual analysis • Responding to and creating texts 	Texts and culture <ul style="list-style-type: none"> • Texts in contexts • Language and textual analysis • Responding to and creating texts 	Textual connections <ul style="list-style-type: none"> • Conversations about issues in texts • Conversations about concepts in texts. 	Close study of literary texts <ul style="list-style-type: none"> • Creative responses to literary texts • Critical responses to literary 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).

Unit 1		Unit 2	
Formative internal assessment/s <ul style="list-style-type: none"> • FA1 - Extended response — persuasive spoken response • FA2 - Analytical exam 		Formative internal assessment/s <ul style="list-style-type: none"> • FA3 - Extended response — written response for a public audience • FA4 - Examination — imaginative written 	
Unit 3		Unit 4	
Summative internal assessment: <ul style="list-style-type: none"> • IA1 - Extended response — written response for a public audience 	25%	Summative internal assessment: <ul style="list-style-type: none"> • IA3 - Examination — imaginative written response 	25%
Summative internal assessment: <ul style="list-style-type: none"> • IA2 - Extended response — persuasive spoken response 	25%		
Summative external assessment (EA): Examination — analytical written response 25%			

General Mathematics

Head of Department: Amanda Mathewson

Email: asmit641@eq.edu.au

General

QCAA Subject Category	General	Timetable Code	MAG
QCE Credit Points	4	QCAA No	000052

Prerequisites	Equipment
Assumed knowledge, prior learning or experience Students will have prior knowledge of the Australian Curriculum: Maths. Emphasis is placed on the mastery of content, ensuring key concepts or procedures are learnt fully - minimum B standard or higher in Year 10 Core Maths - students cannot study Specialist Maths	Laptop Scientific Calculator Stationery
	Costs
	Nil

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops 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.

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. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

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.

Syllabus Objectives

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

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

Course Structure

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

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).

Unit 1		Unit 2	
Formative internal assessment/s		Formative internal assessment/s	
<ul style="list-style-type: none"> • FA1 – Problem-solving and modelling task • FA2 - Examination 		<ul style="list-style-type: none"> • FA3- Examination 	
Unit 3		Unit 4	
Summative internal assessment:	20%	Summative internal assessment:	15%
<ul style="list-style-type: none"> • IA1 - Problem-solving and modelling task 		<ul style="list-style-type: none"> • IA3 - Examination 	
Summative internal assessment:	15%		
<ul style="list-style-type: none"> • IA2 - Examination 			
Summative external assessment (EA):			
<ul style="list-style-type: none"> • Examination – combination response 50% 			

Geography

Head of Department: Adam Sinclair

Email: ajsin1@eq.edu.au

General

QCAA Subject Category	General	Timetable Code	GEG
QCE Credit Points	4	QCAA No	000024

Prerequisites	Equipment
- C standard or higher in Year 10 Humanities - C standard or higher in Year 10 English	Laptop Stationery
	Costs
	Excursions

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

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Fieldwork is central to the study of Geography in the 21st century. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

Spatial technologies are also core components of contemporary geography. These technologies provide a real-world experience of Science, Technology, Engineering and Maths (STEM), allowing students to interact with particular geographic phenomena through dynamic, three-dimensional representations that take the familiar form of maps. The skills of spatial visualisation, representation and analysis are highly valued in an increasingly digital and globalised world.

In Geography, 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 are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land

cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

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.

Syllabus Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- propose action
- communicate geographical understanding using appropriate forms of geographical communication.

Course 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).

Unit 1		Unit 2	
Formative internal assessment/s <ul style="list-style-type: none"> FA1 - Examination – combination response FA2 - Investigation – field report 		Formative internal assessment/s <ul style="list-style-type: none"> FA3 - Investigation – data report FA4 - Examination – combination response 	
Unit 3		Unit 4	
Summative internal assessment: <ul style="list-style-type: none"> IA1 - Examination – combination response 	25%	Summative internal assessment: <ul style="list-style-type: none"> IA3 - Investigation – data report 	25%
Summative internal assessment: <ul style="list-style-type: none"> IA2 - Investigation – field report 	25%		
Summative external assessment (EA): Examination – combination response 25%			

Literature

Head of Department: Lyn Colley

Email: lcoll50@eq.edu.au

General

QCAA Subject Category	General	Timetable Code	LIT
QCE Credit Points	4	QCAA No	

Prerequisites	Equipment
- B standard or higher in Year 10 Humanities - B standard or higher in Year 10 English	Laptop Stationery
	Costs

English learning area subjects offer students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it. The subject Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

Pathways

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

Syllabus Objectives

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

- Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations

- Establish and maintain roles of writer/speaker/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.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts 	Intertextuality <ul style="list-style-type: none"> • Ways literary texts connect with each other – genre, concepts and contexts • Ways literary texts connect with each other – style and structure • Creating analytical and imaginative texts 	Literature and identity <ul style="list-style-type: none"> • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people 	Independent explorations <ul style="list-style-type: none"> • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative 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).

Unit 1		Unit 2	
Formative internal assessment/s <ul style="list-style-type: none"> • FA1 - Examination –extended response • FA2 - Imaginative response 		Formative internal assessment/s <ul style="list-style-type: none"> • FA3 - Imaginative response • FA4 - TBC 	
Unit 3		Unit 4	
Summative internal assessment: <ul style="list-style-type: none"> • IA1 - Examination – extended response 	25%	Summative internal assessment: <ul style="list-style-type: none"> • IA3 - Imaginative response 	25%
Summative internal assessment: <ul style="list-style-type: none"> • IA2 – Imaginative response 	25%		
Summative external assessment (EA): Examination — combination response 25%			

Mathematical Methods

Head of Department: Amanda Mathewson

Email: asmit641@eq.edu.au

General

QCAA Subject Category	General	Timetable Code	MAM
QCE Credit Points	4	QCAA No	000053

Prerequisites	Equipment
- minimum B standard or higher in Year 10 Maths - Students cannot study General or Essential Maths	Laptop Graphics Calculator Stationery
	Costs
	Nil

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics 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. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics 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. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

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.

Syllabus Objectives

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

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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Surds, algebra, functions and probability</p> <ul style="list-style-type: none"> • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability 	<p>Calculus and further functions</p> <ul style="list-style-type: none"> • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation 	<p>Further calculus and introduction to statistics</p> <ul style="list-style-type: none"> • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables 	<p>Further calculus, trigonometry and statistics</p> <ul style="list-style-type: none"> • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • 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).

Unit 1		Unit 2	
Formative internal assessment/s		Formative internal assessment/s	
<ul style="list-style-type: none"> • FA1 - Problem-solving and modelling task • FA2 - Examination 		<ul style="list-style-type: none"> • FA3 - Examination 	
Unit 3		Unit 4	
Summative internal assessment:	20%	Summative internal assessment:	15%
<ul style="list-style-type: none"> • IA1 - Problem-solving and modelling task 		<ul style="list-style-type: none"> • IA3 - Examination 	
Summative internal assessment:	15%		
<ul style="list-style-type: none"> • IA2 - Examination 			
Summative external assessment (EA): Examination – combination response 50%			

Modern History

Head of Department: Adam Sinclair

Email: ajsin1@eq.edu.au

General

QCAA Subject Category	General	Timetable Code	MHS
QCE Credit Points	4	QCAA No	000021

Prerequisites	Equipment
Assumed knowledge, prior learning or experience It is assumed students have studied the Australian Curriculum: 7–10 History. - C standard or higher in Year Humanities - C standard or higher in Year 10 English	Laptop Stationery
	Costs Excursions

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical

questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as 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.

Syllabus Objectives

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

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World <ul style="list-style-type: none"> • Australian Frontier Wars • Arab Spring since 2010 	Movements in the Modern World <ul style="list-style-type: none"> • Women’s movement • Anti-apartheid movement in South Africa 	National experiences in the Modern World <ul style="list-style-type: none"> • Soviet Union 1920-1945 • Arab-Israeli Conflict 	International experiences in the Modern World <ul style="list-style-type: none"> • Genocides and ethnic cleansing since the 1930s • Cold War

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).

Unit 1		Unit 2	
Formative internal assessment/s <ul style="list-style-type: none"> • FA1 - Examination – essay in response to historical sources • FA2 - Investigation – independent source investigation 		Formative internal assessment/s <ul style="list-style-type: none"> • FA3 - Investigation – historical essay based on research • FA4 - Examination – short responses to historical sources 	
Unit 3		Unit 4	
Summative internal assessment: <ul style="list-style-type: none"> • IA1 - Examination — essay in response to historical sources 	25%	Summative internal assessment: <ul style="list-style-type: none"> • IA3 - Investigation — historical essay based on research 	25%
Summative internal assessment: <ul style="list-style-type: none"> • IA2 - Investigation — independent source investigation 	25%		
Summative external assessment (EA): Examination — short responses to historical sources 25%			

Physical Education (alternate sequence)

Head of Department: Jai Yong Gee

Email: jjong6@eq.edu.au

General

QCAA Subject Category	General	Timetable Code	PED
QCE Credit Points	4	QCAA No	000068

Prerequisites	Equipment
- B standard or higher in Year 10 HPE (Minimum B standard in Theory) - B standard or higher in Year 10 English	Laptop Stationery
	Costs
	Nil

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

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

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and

diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

Pathways

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

Syllabus 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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Motor learning, functional anatomy and biomechanics in physical activity</p> <ul style="list-style-type: none"> • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity 	<p>Sport psychology and equity in physical activity</p> <ul style="list-style-type: none"> • Sport psychology in physical activity • Equity — barriers and enablers 	<p>Tactical awareness and ethics in physical activity</p> <ul style="list-style-type: none"> • Tactical awareness in physical activity • Ethics and integrity in physical activity 	<p>Energy, fitness and training in physical activity</p> <ul style="list-style-type: none"> • Energy, fitness and training integrated in physical activity

Assessment

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

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

Unit 1		Unit 2	
Formative internal assessment/s		Formative internal assessment/s	
<ul style="list-style-type: none"> • FA1- • FA2 - 		<ul style="list-style-type: none"> • FA3- • FA4 - 	
Unit 3		Unit 4	
Summative internal assessment:	25%	Summative internal assessment:	30%
<ul style="list-style-type: none"> • IA1 - Project — folio 		<ul style="list-style-type: none"> • IA3 - Project — folio 	
Summative internal assessment:	20%		
<ul style="list-style-type: none"> • IA2 - Investigation — report 			
Summative external assessment (EA):			
<ul style="list-style-type: none"> • Examination — combination response 25% 			

Physics

Head of Department: Hayley Long

Email: hlong15@eq.edu.au

General

QCAA Subject Category	General	Timetable Code	PHY
QCE Credit Points	4	QCAA No	000041

Prerequisites	Equipment
Assumed knowledge, prior learning or experience The P–10 Australian Curriculum: Science is assumed knowledge for this syllabus. - B standard or higher in Year 10 Science - B standard or higher in Year 10 Maths - students studying Essential Maths cannot study Physics	Laptop Scientific Calculator Stationery
	Costs
	Excursions

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales

- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Syllabus Objectives

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

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

Course 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.

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 1		Unit 2	
Formative internal assessment/s <ul style="list-style-type: none"> • FA1 – Data test • FA2 – Research investigation • FA3 – Examination (unit 1) 		Formative internal assessment/s <ul style="list-style-type: none"> • FA4 – Student experiment report • FA5 – Examination (unit 2) 	
Unit 3		Unit 4	
Summative internal assessment: <ul style="list-style-type: none"> • IA1 - Data test 	10%	Summative internal assessment: <ul style="list-style-type: none"> • IA3 - Research investigation 	20%
Summative internal assessment: <ul style="list-style-type: none"> • IA2 - Student experiment 	20%		
Summative external assessment (EA): Examination 50%			

Psychology

Head of Department: Hayley Long

Email: hlong15@eq.edu.au

General

QCAA Subject Category	General	Timetable Code	PSY
QCE Credit Points	4	QCAA No	

Prerequisites	Equipment
Assumed knowledge, prior learning or experience The P–10 Australian Curriculum: Science is assumed knowledge for this syllabus. - B standard or higher in Year 10 Science - B standard or higher in Year 10 Maths - students studying Essential Maths cannot study Physics	Laptop Scientific Calculator Stationery
	Costs
	Excursions

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and

analysis of qualitative and quantitative data and interpretation of evidence

- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres

Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Syllabus Objectives

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

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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual Development <ul style="list-style-type: none"> • The role of the brain • Cognitive development • Consciousness, attention and sleep 	Individual behaviour <ul style="list-style-type: none"> • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation 	Individual thinking <ul style="list-style-type: none"> • Brain functions • Sensation and perception • Memory • Learning 	The influence of others <ul style="list-style-type: none"> • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

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).

Unit 1		Unit 2	
Formative internal assessment/s <ul style="list-style-type: none"> • FA1 – Data test • FA2 – Research investigation • FA3 – Examination (unit 1) 		Formative internal assessment/s <ul style="list-style-type: none"> • FA4 – Student experiment report • FA5 – Examination (unit 2) 	
Unit 3		Unit 4	
Summative internal assessment: <ul style="list-style-type: none"> • IA1 - Data test 	10%	Summative internal assessment: <ul style="list-style-type: none"> • IA3 - Research investigation 	20%
Summative internal assessment: <ul style="list-style-type: none"> • IA2 - Student experiment 	20%		
Summative external assessment (EA): Examination 50%			

Specialist Mathematics

Head of Department: Amanda Mathewson

Email: asmit641@eq.edu.au

General

QCAA Subject Category	General	Timetable Code	MAS
QCE Credit Points	4	QCAA No	000054

Prerequisites	Equipment
Assumed knowledge, prior learning or experience Specialist Mathematics is designed to be taken in conjunction with Mathematical Methods. It is assumed work covered in Mathematical Methods will be known before it is required in Specialist Mathematics. - minimum B standard or higher in Year 10 Maths - Students cannot study General Maths or Essential Maths	Laptop Graphics Calculator (supplied via SRS scheme) Stationery
	Costs
	Nil

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components.

Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and

Calculus. Topics 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.

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.

Syllabus Objectives

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

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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices <ul style="list-style-type: none"> • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices 	Complex numbers, further proof, trigonometry, functions and transformations <ul style="list-style-type: none"> • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations 	Further complex numbers, proof, vectors and matrices <ul style="list-style-type: none"> • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices 	Further calculus and statistical inference <ul style="list-style-type: none"> • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • 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).

Unit 1		Unit 2	
Formative internal assessment/s <ul style="list-style-type: none"> • FA1 - Problem-solving and modelling task • FA2 - Examination 		Formative internal assessment/s <ul style="list-style-type: none"> • FA3 - Examination 	
Unit 3		Unit 4	
Summative internal assessment: <ul style="list-style-type: none"> • IA1 - Problem-solving and modelling task 	20%	Summative internal assessment: <ul style="list-style-type: none"> • IA3 - Examination 	15%
Summative internal assessment: <ul style="list-style-type: none"> • IA2 - Examination 	15%		
Summative external assessment (EA): Examination 50%			

Visual Art

Subject Co-ordinator: Kathryn Waldon

Email: kmros1@eq.edu.au

General

QCAA Subject Category	General	Timetable Code	ART
QCE Credit Points	4	QCAA No	000080

Prerequisites	Equipment
Assumed knowledge, prior learning or experience The key ideas of making and responding identified in the P–10 Australian Curriculum: The Arts continue in senior syllabuses throughout The Arts learning area. - C standard or higher in Year 10 Art - B standard or higher in Year 10 English	Laptop Stationery
	Costs Excursions

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

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

The Queensland Art Teachers Association have created a short video about choosing Visual Art as a Senior subject: <https://vimeo.com/711514540>

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, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.

Syllabus Objectives

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Art as lens</p> <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects 	<p>Art as code</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 	<p>Art as knowledge</p> <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed 	<p>Art as alternate</p> <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary, personal, cultural and/or formal • Focus: 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).

Unit 1		Unit 2	
Formative internal assessment/s <ul style="list-style-type: none"> • FA1 – Experimental Folio • FA2 – Reverse Chronology Report 		Formative internal assessment/s <ul style="list-style-type: none"> • FA3 – Resolved Body of Work • FA4 – Exam 	
Unit 3		Unit 4	
Summative internal assessment: <ul style="list-style-type: none"> • IA1 - Investigation — inquiry phase 1 	15%	Summative internal assessment: <ul style="list-style-type: none"> • IA3 - Project — inquiry phase 3 	35%
Summative internal assessment: <ul style="list-style-type: none"> • IA2 - Project — inquiry phase 2 	25%		
Summative external assessment (EA): <ul style="list-style-type: none"> • Examination 25% 			

Agricultural Practices

Head of Department: Aidan Richters

Email: arich185@eq.edu.au

Applied

QCAA Subject Category	Applied	Timetable Code	AGU
QCE Credit Points	4	QCAA No	006400

Prerequisites	Equipment
- C standard or higher in Year 10 English - C standard or higher in Year 10 Science	Full leather shoe (including tongue) Laptop Stationery
	Costs
	Excursions

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

Agricultural Practices students apply scientific knowledge and skills in situations to produce outcomes. Students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

Projects and investigations are key features of Agricultural Practices. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike agricultural contexts.

By studying Agricultural Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and

efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical agricultural situations.

Pathways

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

Syllabus Objectives

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

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects

Course Structure

Agricultural Practices is a four-unit course of study. This syllabus contains QCAA-developed units as options for schools to select from to develop their course of study.

Boonah State High School will deliver the following 4 units:

Unit G: Animal agribusiness Unit H: Plant agribusiness	Unit C: Land-based animal production Unit E: Land-based plant production
---	---

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Agricultural Practices are:

Practical project	Students use practical skills to complete a project in response to a scenario.	<p>Completed project One of the following:</p> <ul style="list-style-type: none"> • Product: 1 • Performance: up to 4 minutes <p>Documented process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	<p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words

Building and Construction Skills

Head of Department: Aidan Richters

Email: arich185@eq.edu.au

Applied

QCAA Subject Category	Applied	Timetable Code	BSK
QCE Credit Points	4	QCAA No	006416

Prerequisites	Equipment
- Adhere to set standard of conduct in a workshop - Complete OnGuard training course before entry into workshop	Full leather shoe (including tongue) Laptop Stationery
	Costs
	Nil

Note: Enrolment numbers in this subject is capped. Behaviour and Effort data from previous reporting periods will be used in the selection process should this cap be exceeded.

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

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

that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

A course of study in Building and 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.

Syllabus Objectives

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

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

Course Structure

Building and Construction Skills is a four-unit course of study. This syllabus contains QCAA-developed units as options for schools to select from to develop their course of study.

Boonah State High School will deliver the following 4 units

Unit A: Site preparation and foundations Unit B: Framing and cladding	Unit C: Fixing and finishing Unit D: Construction in the domestic industry
--	---

Assessment

Students complete two assessment tasks for each unit.

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

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

Essential English

Head of Department: Lyn Colley

Email: lcoll50@eq.edu.au

Applied

QCAA Subject Category	Applied	Timetable Code	ENE
QCE Credit Points	4	QCAA No	070002

Prerequisites	Equipment
- C standard or higher in Year 10 English	Laptop Stationery
	Costs
	Nil

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. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers

- enjoyment of contemporary literary and non-literary texts, including digital texts.

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.

Syllabus Objectives

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

- use patterns and conventions of genres to suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- 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 language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to texts • Creating texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to texts • Creating 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.

Unit 1	Unit 2
Formative internal assessment/s <ul style="list-style-type: none"> • FA1 -Extended response — spoken/signed response • FA2 - Common internal assessment (CIA) 	Formative internal assessment/s <ul style="list-style-type: none"> • FA3 - Extended response — multimodal response • FA4 - Extended response — written response
Unit 3	Unit 4
Summative internal assessment: <ul style="list-style-type: none"> • IA1 - Extended response — spoken/signed response 	Summative internal assessment: <ul style="list-style-type: none"> • IA3 - Extended response — multimodal response
Summative internal assessment: <ul style="list-style-type: none"> • IA2 - Common internal assessment 	Summative internal assessment: <ul style="list-style-type: none"> • IA4 - Extended response — written response

Essential Mathematics

Head of Department: Amanda Mathewson

Email: asmit641@eq.edu.au

Applied

QCAA Subject Category	Applied	Timetable Code	MAE
QCE Credit Points	4	QCAA No	070011

Prerequisites	Equipment
- Designed for students who have experienced difficulty with mathematics	Laptop Scientific Calculator Stationery
	Costs
	Nil

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation,

problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Pathways

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

Syllabus Objectives

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

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

Course 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 • Managing money 	Data and travel <ul style="list-style-type: none"> • Fundamental topic: Calculations • Data collection • Graphs • Time and motion 	Measurement, scales and chance <ul style="list-style-type: none"> • Fundamental topic: Calculations • Measurement • Scales, plans and models • Probability and relative frequencies 	Graphs, data and loans <ul style="list-style-type: none"> • Fundamental topic: Calculations • Bivariate graphs • Summarising and comparing data • 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.

Unit 1	Unit 2
Formative internal assessment/s <ul style="list-style-type: none"> • FA1 - Problem-solving and modelling task • FA2 – Examination 	Formative internal assessment/s <ul style="list-style-type: none"> • FA3 - Examination
Unit 3	Unit 4
Summative internal assessment: <ul style="list-style-type: none"> • IA1 - Problem-solving and modelling task 	Summative internal assessment: <ul style="list-style-type: none"> • IA3 - Problem-solving and modelling task
Summative internal assessment: <ul style="list-style-type: none"> • IA2 - Common internal assessment (CIA) 	Summative internal assessment: <ul style="list-style-type: none"> • IA4 - Examination

Fashion

Head of Department: Aidan Richters

Email: arich185@eq.edu.au

Applied

QCAA Subject Category	Applied	Timetable Code	FAZ
QCE Credit Points	4	QCAA No	006404

Prerequisites	Equipment
- C standard or higher in Year 10 English	Full leather shoe (including tongue) Laptop Stationery
	Costs
	Excursions

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities.

Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to 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 Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Syllabus Objectives

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures

Course Structure

Fashion is a four-unit course of study. This syllabus contains QCAA-developed units as options for schools to select from to develop their course of study.

Boonah State High School will deliver the following 4 units:

Unit A: Fashion designers Unit C: Slow fashion	Unit E: Industry trends Unit F: Adornment
---	--

Assessment

Students complete two assessment tasks for each unit.

For Fashion, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of:

Practical demonstration	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	Unit-specific product Product: inspiration/presentation board, awareness campaign that uses technology or marketing campaign Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students design and produce fashion garment/s, drawings, collections or items.	Fashion product Product: fashion garment/s Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Furnishing Skills

Head of Department: Aidan Richters

Email: arich185@eq.edu.au

Applied

QCAA Subject Category	Applied	Timetable Code	FSK
QCE Credit Points	4	QCAA No	006418

Prerequisites	Equipment
- Adhere to set standard of conduct in a workshop - Complete OnGuard training course before entry into workshop	Full leather shoe (including tongue) Laptop Stationery
	Costs
	Nil

Note: Enrolment numbers in this subject is capped. Behaviour and Effort data from previous reporting periods will be used in the selection process should this cap be exceeded.

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

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done

through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

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

Syllabus Objectives

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

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

Course Structure

Furnishing Skills is a four-unit course of study. This syllabus contains QCAA-developed units as options for schools to select from to develop their course of study.

Boonah State High School will deliver the following 4 units:

Unit A: Furniture-making Unit B: Cabinet-making	Unit C: Interior furnishing Unit D: Production in the domestic furniture industry
--	--

Assessment

Students complete two assessment tasks for each unit.

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

Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	Practical demonstration Practical demonstration: the skills and procedures used in 3–5 production processes Documentation Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process.	Product Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes Manufacturing process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Hospitality Practices

Head of Department: Aidan Richters

Email: arich185@eq.edu.au

Applied

QCAA Subject Category	Applied	Timetable Code	HPJ
QCE Credit Points	4	QCAA No	006405

Prerequisites	Equipment
- Adhere to set standard of conduct in a kitchen	Full leather shoe (including tongue) Laptop Stationery
	Costs
	Excursions

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to 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 Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Syllabus Objectives

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.

Course Structure

Hospitality Practices is a four-unit course of study. This syllabus contains QCAA-developed units as options for schools to select from to develop their course of study.

Boonah State High School will deliver the following 4 units:

Unit A: Culinary trends Unit B: Bar and barista basics	Unit D: Casual dining Unit E: Formal dining
---	--

Assessment

Students complete two assessment tasks for each unit.

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

Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	Practical demonstration Practical demonstration: menu item Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	Practical demonstration Practical demonstration: delivery of event Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Investigation	Students investigate and evaluate practices, skills and processes.	Investigation and evaluation One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words

Information and Communication Technology

Head of Department: Hayley Long

Email: hlong15@eq.edu.au

Applied

QCAA Subject Category	Applied	Timetable Code	ICJ
QCE Credit Points	4	QCAA No	006107

Prerequisites	Equipment
- C standard or higher in Year 10 English	Laptop Stationery
	Costs
	Nil

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills

relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Information & Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Syllabus Objectives

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

- demonstrate practices, skills and processes
- interpret client briefs and technical information
- select practices and processes
- sequence processes
- evaluate processes and products
- adapt processes and products.

Course Structure

Information and Communication Technology is a four-unit course of study. This syllabus contains QCAA-developed units as options for schools to select from to develop their course of study.

Boonah State High School will deliver the following 4 units:

Unit A: Robotics Unit B: App development	Unit C: Audio and video production Unit E: Digital imaging and modelling
---	---

Assessment

Students complete two assessment tasks for each unit.

For Information and Communication Technology, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of:

Product proposal	Students produce a prototype for a product proposal in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students produce a product prototype in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the product prototype

Sport and Recreation

Head of Department: Jai Yong Gee

Email: jyong6@eq.edu.au

Applied

QCAA Subject Category	Applied	Timetable Code	REC
QCE Credit Points	4	QCAA No	006407

Prerequisites	Equipment
- C standard or higher in Year 10 HPE	Laptop Stationery
	Costs
	Excursions

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

Pathways

A course of study in Sport and 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.

Syllabus Objectives

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

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

Course Structure

Sport & Recreation is a four-unit course of study. This syllabus contains QCAA-developed units as options for schools to select from to develop their course of study.

Boonah State High School will deliver the following 4 units:

Unit A: Aquatic recreation Unit D: Coaching and officiating	Unit H: Fitness for sport and recreation Unit K: Outdoor leadership
--	--

Assessment

Students complete two assessment tasks for each unit.

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

Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	Performance Performance: up to 4 minutes Planning and evaluation One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	Investigation and session plan One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words Performance Performance: up to 4 minutes

Tourism

Head of Department: Adam Sinclair

Email: ajsin1@eq.edu.au

Applied

QCAA Subject Category	Applied	Timetable Code	VAP
QCE Credit Points	4	QCAA No	006415

Prerequisites	Equipment
- Students need to value and have an interest in Tourism and travel and be willing to work productively in a group	Full leather shoe (including tongue) Laptop Stationery
	Costs
	Excursions

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.

The term 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family.

This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

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

The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social, environmental, cultural and economic impacts

of tourism; client groups and their needs and wants, and sustainable approaches in tourism. The core learning is embedded in each unit. The objectives allow students to develop and apply tourism-related knowledge through learning experiences and assessment in which they plan projects, analyse challenges and opportunities, make decisions, and reflect on processes and outcomes.

Pathways

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

Syllabus Objectives

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

- explain tourism principles, concepts and practices
- examine tourism data and information
- apply tourism knowledge
- communicate responses
- evaluate projects

Course Structure

Tourism is a four-unit course of study. This syllabus contains QCAA-developed units as options for schools to select from to develop their course of study.

Boonah State High School will deliver the following 4 units:

Unit A: Tourism and travel Unit B: Tourism marketing	Unit C: Tourism trends and patterns Unit E: Tourism industry and careers
---	---

Assessment

For Tourism, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of:

Investigation	Students investigate a unit related context by collecting and examining data and information.	One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	Students develop a traveller information package for an international tourism destination.	Product One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words Evaluation One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Visual Arts in Practice

Subject Co-ordinator: Kathryn Waldon

Email: kmros1@eq.edu.au

Applied

QCAA Subject Category	Applied	Timetable Code	VAP
QCE Credit Points	4	QCAA No	006415

Prerequisites	Equipment
- Students need to value and have an interest in art and be willing to work productively in a group	Full leather shoe (including tongue) Laptop Stationery
	Costs
	Excursions

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

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

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

as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Pathways

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

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

Syllabus Objectives

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

- use visual arts practices
- plan artworks
- communicate ideas
- evaluate artworks

Course Structure

Visual Arts in Practice is a four-unit course of study. This syllabus contains QCAA-developed units as options for schools to select from to develop their course of study.

Boonah State High School will deliver the following 4 units:

Unit A: Looking inwards (self) Unit B: Looking outwards (others)	Unit C: Clients Unit D: Transform and extend
---	---

Assessment

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

Resolved artwork	Students make a resolved artwork that communicates purpose and context relating to the focus of the unit.	Resolved artwork 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s
Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	Experimental folio Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based OR Prototype artwork 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s OR Design proposal Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based OR Folio of stylistic experiments Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based AND Planning and evaluations One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Engineering Pathways – Certificate II MEM20422

Head of Department: Aidan Richters

Email: arich185@eq.edu.au

VET Certificate

QCAA Subject Category	VET	Timetable Code	ENP
QCE Credit Points	4		

Prerequisites	Equipment
There are no prerequisites for this qualification however the following is recommended: - C standard of higher in Year 10 English - Adhere to set standard of conduct in a workshop - Must have completed Year 10	Uniform- Long sleeve shirt and pants (cotton drill work wear), steel capped boots Laptop Stationery: Pens, scissors, glue, pocket notebook
	Costs
	Nil if VETis funding has not already been used. \$30 for 12-month moto racing licence.

Note: Enrolment numbers in this subject is capped. Behaviour and Effort data from previous reporting periods will be used in the selection process should this cap be exceeded.

Registered Training Organisation (RTO):
Formula High School (RTO Code: 0104)
www.formulahighschool.com.au
(07) 3457 1200



Pathways

This qualification is intended to provide exposure to people aiming to enter employment in an engineering, automotive or related working environment. Completion of this qualification is a useful step towards a career pathway in fabrication/boiler making, fitter and turner machinist, diesel fitter and sheet metal worker.

Delivery

Training and assessment are completed by students at Boonah State High School by a Third-Party Provider, Formula High. (RTO #0104 Ph. (07) 3457 1200). The mode of delivery will be comprised of both on-line training and face to face classroom-based training and assessment.

What is Formula High School

Formula High School is an Excelsior program for high performing senior students who are willing to put in the work required and are interested in developing their practical skills and knowledge in an engineering pathway.

To be considered, you need to demonstrate high academic performance, have a great attendance record, an interest in engineering and a drive to work in a team to fabricate and race the formula high school race car.

The Certificate II in Engineering Pathways culminates in the fabrication of a Le Mans and Clubman style Formula High School race car that students will have the opportunity to drive at the annual Formula Student Race Day at Lakeside International Raceway.

Completing the one-year or 2-year course is challenging, with the program delivered 3 periods a week. It involves working through the multi-faceted complexities of the planning and building task, along with formulating the skills required to get the car ready for race day.

Course Structure

Core Competencies		Additional Competencies	
MEM13015	Work safely and effectively in manufacturing and engineering	MEM11011*	Undertake manual handling
MEMPE005	Develop a career plan for the engineering and manufacturing industries	MEM16006*	Organise and communicate information
MEMPE006	Undertake a basic engineering project	MEM18001*	Use hand tools
MSAENV272	Participate in environmentally sustainable work practices	MEM18002*	Use power tools/hand held operations
		MEMPE001	Use engineering workshop machines
		MEMPE002	Use electric welding machines
		MEMPE004	Use fabrication equipment
		MSMSUP106	Work in a team

Assessment

- Competency based learning and may rely on both written and oral forms of assessment – including short written response, demonstrations, objective/short answer tests, orals, reports, folios, multimodal etc. Most of the units use online theory and practical components which is covered through practical projects, activities or student demonstrations.
- Students who fail to reach competency on their first attempt, are allowed to be reassessed.
- Where a student can satisfactorily demonstrate prior learning in a particular learning outcome, they may apply for recognition of prior learning (RPL).

Sport and Recreation – Certificate II SIS20115

Head of Department: Jai Yong Gee

Email: jyong6@eq.edu.au

VET Certificate

QCAA Subject Category	VET	Timetable Code	SAR
QCE Credit Points	4		

Prerequisites	Equipment
- C standard of higher in Year 10 English and Maths	Laptop Stationery
	Costs
	\$335 – Funding may be available to individual students

Pathways

This qualification is intended to provide exposure to people aiming to enter employment in the sport and recreation industry Eg. Club level official (referee or umpire), club level coach, assistant or sports trainer, recreation officer or leisure services officer.

Delivery

Training and assessment are completed by students at Boonah State High School by a Third-Party Provider, Binnacle Training. (RTO #31319 Ph. 1300 303 715). The mode of delivery will be comprised of both on-line training and face to face classroom-based training and assessment.



Cost

There is a fee for service of approximately \$335 to Binnacle Training upon enrolment. **Funding is available for this course, for further information please speak to your teacher.**

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Binnacle Lounge Induction • Sport, Fitness and Recreation (SFR) Industry Knowledge • SFR Laws and Legislation • Workplace Health and Safety • Maintaining SFR Equipment • Beginning Coaching Principles 	<ul style="list-style-type: none"> • Respond to Emergencies • Provide First Aid • Risk Analysis • Organise Work • Community SFR Programs 	<ul style="list-style-type: none"> • Emergency Response • Working in SFR Environments • SFR Industry Knowledge • Work-Related Learning • Handling Complaints 	<ul style="list-style-type: none"> • Knowledge of Coaching Practices • Personal Development • Internet Research • Conducting SFR Sessions
Programs			
<ul style="list-style-type: none"> • Coaching Program (Teacher Facilitated) • Coaching Program (Student Delivery) • Respond to an Emergency Situation • Community Coaching Essential Skills 	<ul style="list-style-type: none"> • Community SFR Program • Provide First Aid 	<ul style="list-style-type: none"> • Cardio Program • Sport-Specific Conditioning Program 	<ul style="list-style-type: none"> • Assist with Delivering Coaching Sessions • Deliver Coaching Sessions

Competencies	
HLTWHS001 Participate in workplace health and safety	BSBWOR202 Organise and complete daily work activities
SISXEMR001 Respond to emergency situations	BSBTEC201 Use business software applications
SISXIND001 Work effectively in sport, fitness and recreation environments	BSBTEC202 Use digital technologies to communicate in a work environment
SISXCAI002 Assist with activity sessions	BSBTEC203 Research using the internet
SISXIND002 Maintain sport, fitness and recreation industry knowledge	ICTICT203 Operate application software packages
SISXCCS001 Provide quality service	BSBSUS201 Participate in environmentally sustainable work practices

Assessment

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

- Competency based learning and may rely on both written and oral forms of assessment – including short written response, demonstrations, objective/short answer tests, orals, reports, folios etc. Most of the units use online theory and practical components which is covered through practical projects, activities or student demonstrations.
- Students who fail to reach competency on their first attempt, are allowed to be reassessed.
- Where a student can satisfactorily demonstrate prior learning in a particular learning outcome, they may apply for recognition of prior learning (RPL).

Note: This Subject Outline is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the ‘Partner School’ (i.e. the facilitation of training and assessment services). To access Binnacle’s PDS, visit: binnacletraining.com.au/rto and select ‘RTO Files’.