Boonah State High School

Year 11

Subject Selection Guide

for 2027

All contents of this guide 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 of 23 June 2026)

RTO Number: 30235

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SENIOR SCHOOL SUBJECT OFFERINGS

GENERAL SUBJECTS

APPLIED SUBJECTS

VET SUBJECTS

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

1. Subject is studied through a school of distance education
2. Class in 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 (QCE)
- 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.

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

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 • 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 • 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 ***2027 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

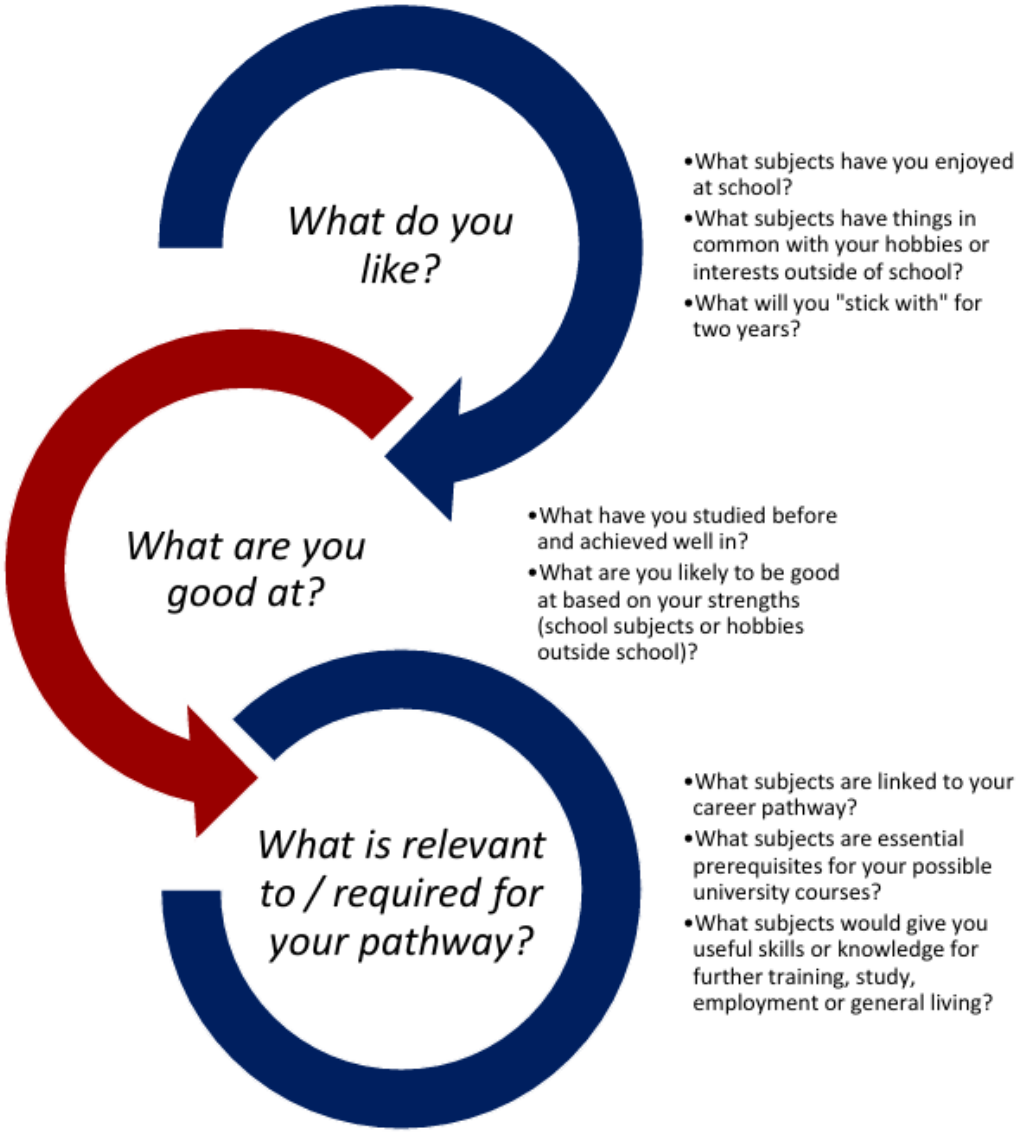
Choosing subjects for Years 11 and 12 is very important and requires you to give full consideration to adequately prepare you for your future. The choices you make now will guide you towards what options are available to you at the end of Year 12.

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 your level of preparedness or eligibility for 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

It is important to choose senior subjects carefully as your decisions may affect your feelings about school, your success at school and the types of occupations you can pursue in the future. Even though there are many factors to consider, choosing your course of study can be made easier if you have a clear plan around what you want to do when you leave school.



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 INVESITGATE 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.**

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 should 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.

If during the course of Year 11 or 12 students feel that they have not selected some subjects that are suitable for their ability level or if students change their mind on the pathway they plan on taking after leaving school, it is possible to change subjects.

Subject changes need to be discussed in the first instance with the **Head of Department Senior School** and **Deputy Principal Senior School**. This may lead to a referral to the Guidance Officer to discuss the impact of subject changes on tertiary entrance or career pathways. Following this, subject changes need to be approved by the subject area Heads of Department and the parent / carer.

Subject changes will only be processed at the commencement of Units 1, 2 and 3 to ensure that students can complete all required assessment items and receive QCE credits for the units they have enrolled in. Subject changes are dependent on class size restrictions and maintaining QCE eligibility.

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	Laptop Required
English	**General**		
	• General English	Minimum of a C in Yr10 English	Yes
	• Literature	Minimum of a B in Yr10 English	Yes
	Applied		
	• Essential English		Yes
Mathematics	**General**		
	• General Mathematics	Minimum of a B in Yr10 Maths	Yes
	• Mathematical Methods	Minimum of a B in Yr10 Maths	Yes
	• Specialist Mathematics	Minimum of a B in Yr10 Maths	Yes
	Applied		
	• Essential Mathematics		Yes
Science	**General**		
	• Biology	Minimum of a B in Yr10 Science and a C in Maths	Yes
	• Chemistry	Minimum of a B in Yr10 Science and Maths	Yes
	• Physics	Minimum of a B in Yr10 Science and Maths	Yes
	• Psychology	Minimum of a B in Yr10 Science and Maths	Yes
	Applied		
	• Agricultural Studies		Yes
Humanities	**General**		
	• Business	Minimum of a C in Yr10 English and Maths	Yes
	• Geography	Minimum of a C in Yr10 Humanities and English	Yes
	• Modern History	Minimum of a C in Yr10 Humanities and English	Yes
	• Psychology		Yes
	Applied		
	• Early Childhood Studies		Yes
	• Tourism		Yes
Health and Physical Education	**General**		
	• Physical Education	Minimum of a B in Yr10 HPE and English	Yes
	Applied		
	• Sport and Recreation		Yes
	VET		
	• Certificate II Sport Coaching		Yes
	• Certificate III Fitness		Yes
Digital Technologies	**Applied**		
	• Information and Communication Technology		Yes
Design Technologies	**Applied**		
	• Engineering Skills		Yes
	VET		
	Certificate II Construction Pathways		Yes
	Certificate II Furnishing		Yes
	Certificate II & III Hospitality		Yes
Practical Arts	**General**		
	• Visual Art	Minimum of a C in Yr10 English	Yes
	Applied		
	Visual Arts in Practice		Yes

The Senior School Commitment

Entering the Senior Phase of Education is a commitment.

The **Senior Student Commitment** outlines the expectations, responsibilities, and supports that will guide you through your senior schooling journey. It represents a partnership between students, parents/carers, and the school, working together to ensure every student can pursue excellence and achieve their goals.

Your commitments include:

- Maintaining **85% or higher attendance**.
- Ensuring all assessment is submitted **in full and on time** (including drafts).
- Adhering to the school **assessment policy**.
- Upholding a **passing standard across all subject courses** to ensure you remain on track to achieve your Intended Learning Outcome (**QCE or QCIA**).
- Following all school rules and maintaining positive behaviour (**Student Code of Conduct**) with minimal behavioural concerns.
- Demonstrating and upholding our school values:
    - Integrity
    - Community
    - Compassion
    - Resilience

Senior schooling is about more than meeting requirements — it is about building habits of responsibility, resilience, integrity, and commitment that will support success beyond school. By meeting these expectations, you are investing in your future and making the most of the opportunities available during your senior years.

General Subjects Overview

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 syllabuses are developmental four-unit courses of study. Subject matter, learning experiences and assessment increase in complexity from Year 11 Units 1 and 2 and to Units 3 and 4.

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. Students will complete a total of three internal assessments which contribute to the student's QCE attainment but not their final ATAR result for ATAR eligible students.

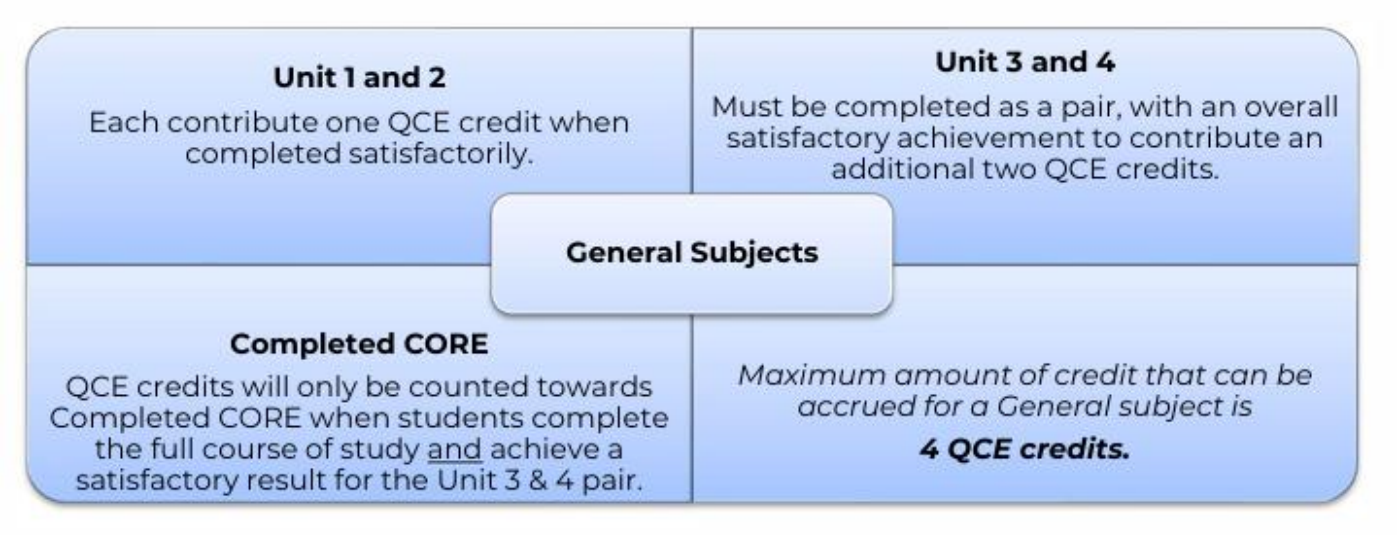
Units 3 and 4

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. Students complete a total of three internal and one external assessment.

The three internal assessments will be endorsed by the QCAA before they are used in schools. Student's 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 student's overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Credit towards QCE attainment



Biology

Head of Department: Hayley Long Email: hlong15@eq.edu.au

General Subject

QCE Credit Points	4	Timetable Code	BIO

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 • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis — thermoregulation and osmoregulation • Infectious disease and epidemiology	**Biodiversity and the inter-connectedness of life** • Describing biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • 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).

<table>
<tr><th colspan="2">Unit 1</th><th colspan="2">Unit 2</th></tr>
<tr><td colspan="2">Formative internal assessment/s
• FA1 – Data test
• FA2 – Student experiment report
• FA3 – Examination (unit 1)</td><td colspan="2">Formative internal assessment/s
• FA4 – Research investigation
• FA5 – Examination (unit 2)</td></tr>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment:
• IA1 - Data test</td><td>10%</td><td rowspan="2">Summative internal assessment:
• IA3 - Research Investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment:
• IA2 - Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
• Examination – combination response 50%</td></tr>
</table>

Business

Head of Department: Adam Sinclair Email: ajsin1@eq.edu.au

General Subject

QCE Credit Points	4	Timetable Code	BUS

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 • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a 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).

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• FA3 - Extended response — feasibility report
• FA4 - Examination — combination response</td></tr>
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• IA3 - Extended response — feasibility report</td><td rowspan="2">25%</td></tr>
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• IA2 - Investigation — business report</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
• Examination — combination response 25%</td></tr>
</table>

Chemistry

Head of Department: Hayley Long Email: hlong15@eq.edu.au

General Subject

QCE Credit Points	4	Timetable Code	CHM

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 • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, synthesis and design** • 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).

<table>
<tr><th colspan="2">Unit 1</th><th colspan="2">Unit 2</th></tr>
<tr><td colspan="2">Formative internal assessment/s
• FA1 – Data test
• FA2 – Research investigation
• FA3 – Examination (unit 1)</td><td colspan="2">Formative internal assessment/s
• FA4 – Student experiment report
• FA5 – Examination (unit 2)</td></tr>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment:
• IA1 – Data test</td><td>10%</td><td rowspan="2">Summative internal assessment:
• IA3 – Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment:
• IA2 – Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
Examination – combination response 50%</td></tr>
</table>

English

Head of Department: Emma Fitzpatrick Email: efitz71@eq.edu.au

General Subject

QCE Credit Points	4	Timetable Code	ENG

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

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 • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Texts and culture** • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Textual connections** • Conversations about issues in texts • Conversations about concepts in texts.	**Close study of literary texts** • 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).

<table>
<tr><th colspan="2">Unit 1</th><th colspan="2">Unit 2</th></tr>
<tr><td colspan="2">Formative internal assessment/s
• FA1 - Extended response — persuasive spoken response
• FA2 - Analytical exam</td><td colspan="2">Formative internal assessment/s
• FA3 - Extended response — written response for a public audience
• FA4 - Examination — imaginative written</td></tr>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment:
• IA1 – Extended response — written response for a public audience</td><td>25%</td><td rowspan="2">Summative internal assessment:
• IA3 - Examination — imaginative written response</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment:
• IA2 – Extended response — persuasive spoken response</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
Examination — analytical written response 25%</td></tr>
</table>

General Mathematics

Head of Department: Amanda Mathewson Email: asmit641@eq.edu.au

General Subject

QCE Credit Points	4	Timetable Code	MAG

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
Money, measurement, algebra and linear equations • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs	**Applications of linear equations and trigonometry, matrices and univariate data analysis** • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2	**Bivariate data and time series analysis, sequences and Earth geometry** • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • 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).

<table>
<tr><th colspan="2">Unit 1</th><th colspan="2">Unit 2</th></tr>
<tr><td colspan="2">Formative internal assessment/s
• FA1 – Problem-solving and modelling task
• FA2 - Examination</td><td colspan="2">Formative internal assessment/s
• FA3- Examination</td></tr>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment:
• IA1 - Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment:
• IA3 - Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment:
• IA2 - Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
• Examination – combination response 50%</td></tr>
</table>

Geography

Head of Department: Adam Sinclair Email: ajsin1@eq.edu.au

General Subject

QCE Credit Points	4	Timetable Code	GEG

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

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 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 • Natural hazard zones • Ecological hazard zones	**Planning sustainable places** • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity	**Responding to land cover transformations** • Land cover transformations and climate change • Responding to local land cover transformations	**Managing population change** • Population challenges in Australia • Global population change

Assessment

Schools devise assessments in Units 1 and 2 to suit local and global contexts.

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

<table>
<tr><th colspan="2">Unit 1</th><th colspan="2">Unit 2</th></tr>
<tr><td colspan="2">Formative internal assessment/s
• FA1 - Examination – Combination Response
• FA2 - Investigation – Data Report</td><td colspan="2">Formative internal assessment/s
• FA3 - Investigation – Field Report
• FA4 - Examination – Combination Response</td></tr>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment:
• IA1 - Examination – Combination Response</td><td>25%</td><td rowspan="2">Summative internal assessment:
• IA3 - Investigation — Data Report</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment:
• IA2 - Investigation — Field Report</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
Examination — combination response 25%</td></tr>
</table>

Literature

Head of Department: Emma Fitzpatrick Email: efitz71@eq.edu.au

General Subject

QCE Credit Points	4	Timetable Code	LIT

Prerequisites	Equipment
- B standard or higher in Year 10 English - Students **will not** study General English	Laptop Stationery
	Costs
	Excursions

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 • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Intertextuality** • 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** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • 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).

<table>
<tr><th colspan="2">Unit 1</th><th colspan="2">Unit 2</th></tr>
<tr><td colspan="2">Formative internal assessment/s
• FA1 - Imaginative response – narrative
• FA2 - Imaginative response – narrative</td><td colspan="2">Formative internal assessment/s
• FA3 – Imaginative response – multimodal creative transformation
• FA4 – Examination</td></tr>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment:
• IA1 - Examination – extended response</td><td>25%</td><td rowspan="2">Summative internal assessment:
• IA3 - Imaginative response – narrative</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment:
• IA2 – Imaginative response – creative transformation</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
Examination — extended response 25%</td></tr>
</table>

Mathematical Methods

Head of Department: Amanda Mathewson Email: asmit641@eq.edu.au

General Subject

QCE Credit Points	4	Timetable Code	MAM

Prerequisites	Equipment
- minimum B standard or higher in Year 10 Maths - Students **cannot** study General or Essential Maths	Laptop Graphics Calculator (supplied through SRS) 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
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables	**Further calculus, trigonometry and statistics** • 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).

<table>
<tr><th colspan="2">Unit 1</th><th colspan="2">Unit 2</th></tr>
<tr><td colspan="2">Formative internal assessment/s
• FA1 - Problem-solving and modelling task
• FA2 - Examination</td><td colspan="2">Formative internal assessment/s
• FA3 - Examination</td></tr>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment:
• IA1 - Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment:
• IA3 - Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment:
• IA2 - Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
Examination – combination response 50%</td></tr>
</table>

Modern History

Head of Department: Adam Sinclair Email: ajsin1@eq.edu.au

General Subject

QCE Credit Points	4	Timetable Code	MHS

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

Course Structure

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.

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World • Australian Frontier Wars • Terrorism, Anti-Terrorism and Counter Terrorism Since 1984	**Movements in the Modern World** • Women's movement • Anti-apartheid movement in South Africa	**National experiences in the Modern World** • Arab-Israeli Conflict • Soviet Union 1920-1945	**International experiences in the Modern World** •Genocides and ethnic cleansing since the 1930s • Cold War and it's aftermath

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).

<table>
<tr><th colspan="2">Unit 1</th><th colspan="2">Unit 2</th></tr>
<tr><td colspan="2">Formative internal assessment/s
• FA1 - Examination – essay in response to historical sources
• FA2 - Investigation – independent source investigation</td><td colspan="2">Formative internal assessment/s
• FA3 - Investigation – historical essay based on research
• FA4 - Examination – short responses to historical sources</td></tr>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment:
• IA1 - Examination — essay in response to historical sources</td><td>25%</td><td rowspan="2">Summative internal assessment:
• IA3 - Investigation — historical essay based on research</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment:
• IA2 - Investigation — independent source investigation</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
Examination — short responses to historical sources 25%</td></tr>
</table>

Physical Education (alternate sequence)

Head of Department: Jai Yong Gee Email: jyong6@eq.edu.au

General Subject

QCE Credit Points	4	Timetable Code	PED

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

Physical Education is an academically rigorous and physically active subject that explores how the body moves and performs in various contexts. The course integrates scientific knowledge with real-world physical activity to help students improve their own performance and make informed decisions about movement, strategy, and engagement.

Learning is structured across four developmental units:

- **Unit 1** – Focuses on biomechanical principles to improve movement sequences and enhance performance.
- **Unit 2** – Investigates psychological factors, barriers, and enablers that influence motivation and participation.
- **Unit 3** – Explores tactical awareness and the ethical considerations involved in performance and decision-making.
- **Unit 4** – Examines energy systems, fitness components, and training principles to optimise individual performance.

Students engage in an inquiry-based learning approach that combines **movement, scientific investigation, and critical analysis**. They gather and interpret data from practical sessions, apply theoretical concepts, evaluate strategies, and justify their decisions using evidence.

Physical Education supports the development of essential 21st-century skills including critical and creative thinking, communication, collaboration, and self-management. It provides authentic, engaging learning that prepares students for success in senior schooling and beyond.

Pathways

A course of study in Physical Education provides a strong foundation for further education and careers in **exercise science, biomechanics, allied health, psychology, education, coaching, sport development, sport journalism, marketing, and management**. It is ideal for students who enjoy physical activity and are interested in understanding the science behind performance and participation.

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
Sport psychology and equity in physical activity • Sport psychology in physical activity • Equity — barriers and enablers	**Motor learning, functional anatomy and biomechanics in physical activity** • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	**Tactical awareness and ethics in physical activity** • Tactical awareness in physical activity • Ethics and integrity in physical activity	**Energy, fitness and training in physical activity** • 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).

<table>
<tr><th colspan="2">Unit 1</th><th colspan="2">Unit 2</th></tr>
<tr><td colspan="2">Formative internal assessment/s
• FA1
• FA2</td><td colspan="2">Formative internal assessment/s
• FA3
• FA4</td></tr>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment:
• IA1 - Project — folio</td><td>25%</td><td rowspan="2">Summative internal assessment:
• IA3 - Project — folio</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment:
• IA2 - Investigation — report</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
• Examination — combination response 25%</td></tr>
</table>

Physics

Head of Department: Hayley Long Email: hlong15@eq.edu.au

General Subject

QCE Credit Points	4	Timetable Code	PHY

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 • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Linear motion and waves** • Linear motion and force • Waves	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism	**Revolutions in modern physics** • 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).

<table>
<tr><th colspan="2">Unit 1</th><th colspan="2">Unit 2</th></tr>
<tr><td colspan="2">Formative internal assessment/s
• FA1 – Data test
• FA2 – Research investigation
• FA3 – Examination (unit 1)</td><td colspan="2">Formative internal assessment/s
• FA4 – Student experiment report
• FA5 – Examination (unit 2)</td></tr>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment:
• IA1 - Data test</td><td>10%</td><td rowspan="2">Summative internal assessment:
• IA3 - Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment:
• IA2 - Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
Examination 50%</td></tr>
</table>

Psychology

Head of Department: Hayley Long Email: hlong15@eq.edu.au

General Subject

QCE Credit Points	4	Timetable Code	PSY

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 Psychology	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 • The role of the brain • Cognitive development nuclear reactions • Consciousness, attention and sleep	**Individual behaviour** • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Brain functions • Sensation and perception • Memory • Learning	**The influence of others** • 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).

<table>
<tr><th colspan="2">Unit 1</th><th colspan="2">Unit 2</th></tr>
<tr><td colspan="2">Formative internal assessment/s
• FA1 – Data test
• FA2 – Research investigation
• FA3 – Examination (unit 1)</td><td colspan="2">Formative internal assessment/s
• FA4 – Student experiment report
• FA5 – Examination (unit 2)</td></tr>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment:
• IA1 - Data test</td><td>10%</td><td rowspan="2">Summative internal assessment:
• IA3 - Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment:
• IA2 - Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
Examination – combination response 50%</td></tr>
</table>

Specialist Mathematics

Head of Department: Amanda Mathewson Email: asmit641@eq.edu.au

General Subject

QCE Credit Points	4	Timetable Code	MAS

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 • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices	**Complex numbers, further proof, trigonometry, functions and transformations** • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations	**Further complex numbers, proof, vectors and matrices** • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices	**Further calculus and statistical inference** • 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).

<table>
<tr><th colspan="2">Unit 1</th><th colspan="2">Unit 2</th></tr>
<tr><td colspan="2">Formative internal assessment/s
• FA1 - Problem-solving and modelling task
• FA2 - Examination</td><td colspan="2">Formative internal assessment/s
• FA3 - Examination</td></tr>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment:
• IA1 - Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment:
• IA3 - Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment:
• IA2 - Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
Examination – combination response 50%</td></tr>
</table>

Visual Art (alternate sequence)

Head of Department: Peter Correlje Email: pwcor0@eq.edu.au

General Subject

QCE Credit Points	4	Timetable Code	ART

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
Art as lens • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects	**Art as code** • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions	**Art as knowledge** • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed	**Art as alternate** • 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).

<table>
<tr><th colspan="2">Unit 1</th><th colspan="2">Unit 2</th></tr>
<tr><td colspan="2">Formative internal assessment/s
• FA1 – Investigation (assessed in future years)
• FA2 – Experimental Folio & Report</td><td colspan="2">Formative internal assessment/s
• FA3 – Resolved Body of Work
• FA4 – Exam</td></tr>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment:
• IA1 - Investigation — inquiry phase 1</td><td>20%</td><td rowspan="2">Summative internal assessment:
• IA3 - Project — inquiry phase 3</td><td rowspan="2">30%</td></tr>
<tr><td>Summative internal assessment:
• IA2 - Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA):
• Examination – extended response 25%</td></tr>
</table>

Applied Subjects Overview

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.

Each Applied subject consists of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4.

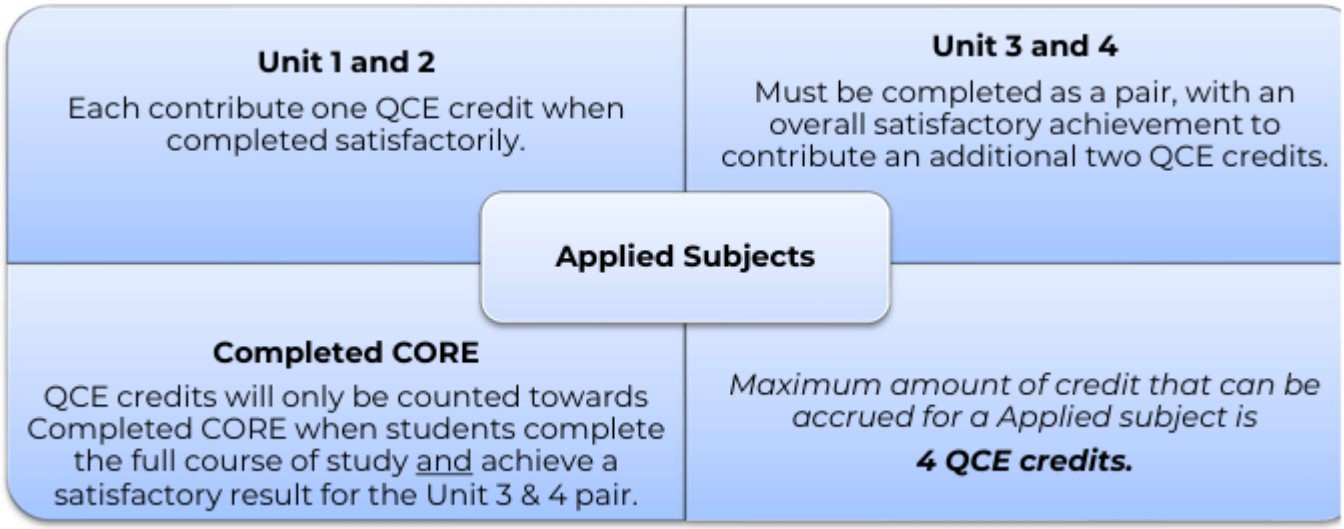
Units 1 and 2
Are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

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.

Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result. Applied syllabuses do not use external assessment.

For Essential English and Essential Mathematics, 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.

Credit towards QCE attainment



Agricultural Practices

Head of Department: Aidan Richters Email: arich185@eq.edu.au

Applied Subject

QCE Credit Points	4	Timetable Code	AGU

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

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.	**Completed project** One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • 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

Early Childhood Studies

Head of Department: Adam Sinclair Email: ajsin1@eq.edu.au

Applied Subject

QCE Credit Points	4	Timetable Code	ECS

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

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

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

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

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

Pathways

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

Syllabus Objectives

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

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

Course Structure

Early Childhood Studies 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	Unit B
Play and creativity	**Literacy and numeracy**
Unit C	**Unit D**
Children's development	**Children's wellbeing**

Assessment

Students' complete assessment tasks for each unit.

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

Unit 1	Unit 2
Formative internal assessment/s • FA1 - Investigation • FA2 - Project	Formative internal assessment/s • FA3 - Investigation • FA4 - Project
Unit 3	**Unit 4**
Summative internal assessment: • IA1 - Investigation	Summative internal assessment: • IA3 - Investigation
Summative internal assessment: • IA2 - Project	Summative internal assessment: • IA4 - Project

Engineering Skills

Head of Department: Aidan Richters Email: arich185@eq.edu.au

Applied Subject

QCE Credit Points	4	Timetable Code	ESK

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.

Engineering Skills includes the study of the manufacturing and engineering industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by manufacturing 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 supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the structural, transport and manufacturing engineering 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, 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 Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

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

Engineering 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 from the following.

Unit A	Unit B
Fitting and machining	**Welding and fabrication**
Unit C	**Unit D**
Sheet metal working	**Production in the structural engineering industry**
Unit E	**Unit F**
Production in the transport industry	**Production in the manufacturing industry**

Assessment

Students' complete assessment tasks for each unit.

For Engineering 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: Emma Fitzpatrick Email: efitz71@eq.edu.au

Applied Subject

QCE Credit Points	4	Timetable Code	ENE

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 • Responding to texts • Creating texts	**Texts and human experiences** • Responding to texts • Creating texts	**Language that influences** • 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** • Responding to popular culture texts • Creating representations of Australian identifies, 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 • FA1 -Extended response — spoken/signed response • FA2 – Short response exam	Formative internal assessment/s • FA3 - Extended response — multimodal response • FA4 - Extended response — written response
Unit 3	**Unit 4**
Summative internal assessment: • IA1 - Extended response — spoken/signed response	Summative internal assessment: • IA3 - Extended response — multimodal response
Summative internal assessment: • IA2 - Common internal assessment	Summative internal assessment: • IA4 - Extended response — written response

Essential Mathematics

Head of Department: Amanda Mathewson Email: asmit641@eq.edu.au

Applied Subject

QCE Credit Points	4	Timetable Code	MAE

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 can 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 money • Fundamental topic: Calculations • Number • Representing data • Managing money	**Data and travel** • Fundamental topic: Calculations • Data collection • Graphs • Time and motion	**Measurement, scales and chance** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Probability and relative frequencies	**Graphs, data and loans** • 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 • FA1 - Problem-solving and modelling task • FA2 – Examination	Formative internal assessment/s • FA3 - Examination
Unit 3	**Unit 4**
Summative internal assessment: • IA1 - Problem-solving and modelling task	Summative internal assessment: • IA3 - Problem-solving and modelling task
Summative internal assessment: • IA2 - Common internal assessment (CIA)	Summative internal assessment: • IA4 – Examination – short response

Information and Communication Technology

Head of Department: Hayley Long Email: hlong15@eq.edu.au

Applied Subject

QCE Credit Points	4	Timetable Code	ICJ

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, is it 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. Most of the 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	Unit B
Robotics	**App development**
Unit C	**Unit E**
Audio and video production	**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 Subject

QCE Credit Points	4	Timetable Code	REC

Prerequisites	Equipment
To be successful in this subject, it is recommended that students have achieved a **minimum of a C grade in Year 10 Health and Physical Education**. This ensures they have the foundational knowledge, practical experience, and work habits to fully engage in the physical and applied learning focus of Sport & Recreation.	Laptop, Stationery, Hat, Running Shoes
	Costs
	Excursions – 2 Camps + 1 Excursions. Additional fees may apply.

Sport & Recreation is an active, practical subject for students who enjoy playing sport, being outdoors, and working as part of a team. The course allows students to participate in a variety of physical activities while building skills that are valuable for life beyond school, including leadership, communication, event planning, and teamwork.

Throughout the course, students are actively involved in organising, leading, and participating in sports and recreational activities. These may include team sports, fitness sessions, minor games, and outdoor challenges. Students also learn how to manage safety, design training sessions, evaluate performance, and promote participation in physical activity.

This subject is ideal for students who prefer hands-on learning, want to stay physically active, and are interested in health, sport, and recreation industries.

Aims

Students will:

- Participate in a range of individual and team sports, recreational games, outdoor adventure challenges and fitness-based activities
- Learn how to plan, organise, and lead physical activity sessions
- Develop practical skills in communication, leadership, and group management
- Understand how physical activity contributes to personal wellbeing and community health
- Explore workplace practices, event organisation, and the role of sport and recreation in society

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 H	Unit C
Fitness for sport and recreation - Aquathlon Students explore how fitness components and training methods can be applied to improve physical performance in recreational and sporting contexts.	**Challenge in the outdoors – Hiking & Camping** Students participate in outdoor and adventure-based activities, developing resilience, teamwork, and problem-solving skills in unfamiliar environments. This unit has a **camp** & and **excursion**
Unit A	**Unit D**
Aquatic recreation - Snorkelling Students engage in water-based activities while developing knowledge of safety, skill performance, and planning in aquatic environments. This unit has a camp.	**Event Management – Variety of Sports** Students take on leadership roles to plan, deliver, and review primary school gala days across both soccer and netball.

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: • 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: • 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 Subject

QCE Credit Points	4	Timetable Code	TOU

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	Unit B
Tourism and travel	**Tourism marketing**
Unit C	**Unit E**
Tourism trends and patterns	**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: • 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: • 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: • 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

Head of Department: Peter Correlje Email: pwcor0@eq.edu.au

Applied Subject

QCE Credit Points	4	Timetable Code	VAP

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' artmaking. 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 D	Unit B
Transform and extend	**Looking outwards (others)**
Unit C	**Unit A**
Clients	**Looking inwards (self)**

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, using the inquiry process to research artists, develop and test ideas from this research, reflect on progress & artists' impact, documenting ideas and planning for the resolved artwork.	**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: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Journaling • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Vocational Education and Training (VET) Overview

Studying a Vocational Education and Training (VET) qualification while at school offers several key benefits. It allows students to gain practical, hands-on skills that are directly applicable to specific careers, providing them with valuable experience that can set them apart in the job market. By pursuing a VET qualification, students can explore and pursue their career interests early, helping them determine a clear career pathway. This early exposure to the workforce can also increase employability, as students graduate with both academic knowledge and industry-relevant skills.

VETiS* Funding

Vocational Education and Training in Schools (VETiS) is delivery of nationally recognised qualifications to school students. VETiS funding refers to the financial assistance provided by the Department of Trade, Employment and Training to support vocational education and training for secondary school students. The VETiS program covers training fees for VET courses that are aligned to jobs and skills in demand. Students can only use their VETiS funding for one approved qualification while at school. VET qualifications that are not funded by VETiS, may be offered through a Fee for Service (FFS**) arrangement.

Unique Student Identifier (USI)

As part of the enrolment process into any VET Course students will need to provide their Unique Student Identifier (USI). Go to www.usi.gov.au for more information or to create a USI.

Credit towards QCE attainment

Credit accrued towards QCE attainment varies between Certificate levels and courses. QCE credits will only be counted towards Completed CORE for completed Certificate II, III, and IV qualifications. VET will receive QCE credits on completion (100%) of course (Cert I = 2/3 points, Cert II = 4 Points, Cert III = 5-8 credits, or, at 25%, 50% and 75% of course completion. **Failure to complete all assessments / competencies in a certificate course may affect a student's capacity to earn a QCE.**

Grading and Assessment

VET courses involve competency-based assessment that combines **theory** and **practical** work. Students are not graded in the same manner as General and Applied subjects but assessed as either competent or not competent.

There are limited opportunities for resubmission of assessment within strict guidelines. Students may be charged an additional fee for multiple failed attempts or failure to submit assessment by the due date. Students must be prepared to complete mandatory learning and assessment, meet deadlines, work independently and, at times, online. **There are no special provisions available in VET courses. Regular attendance is vital.**

IMPORTANT VET INFORMATION – please read

- A student may access only ONE VETiS funded course whilst at school. Eligibility requirements apply for further information refer to https://desbt.qld.gov.au/training/providers/funded/vetis.
- Students are eligible for only ONE Off-Campus release day [qualification or SAT] at a time.
- Students successfully achieving all qualification requirements will receive a Qualification and Statement of Results.
- Students who achieve at least one unit (but not the whole qualification) will receive a Statement of Attainment, indicating units in which they have achieved competency.
- Late enrolment into a VET course may not be approved.
- RTOs are independent training providers: course provision is at their discretion, is offered in negotiation with the school, and may be subject to change.
- If enrolments are not completed or fees, if required, paid by deadlines students will be removed from certificate courses and allocated subject-based alternatives. Their preferred subjects, however, may not be available.
- The RTO guarantees that the student will be provided with every opportunity to complete the certificate as outlined in the enrolment process provided at commencement of study.
- Enrolment must be completed within specified deadlines and all supporting ID documentation provided to secure a place on any course.
- Fees and units of competency may be subject to change at the RTO's discretion.
- Post enrolment fee refunds are usually offered only at the RTO's discretion. Please refer to relevant enrolment information.
- School-based traineeships are publicly competitive job applications and are advertised to students as they become available in industry. The school does not supply the opportunities but will support students through the application, interview and completion processes. The school must approve every SAT.

Funding Key

* VETiS Vocational Education and Training in School Program: Government funded Cert II / students can access only ONE VETiS funded course across Years 10-12.

** FFS Fee for Service or User Pays [parents pay a fee]

*** SAT School-based Traineeship or Apprenticeship (funded by government schemes)

CPC20220 - Certificate II in Construction Pathways

VET Certificate

Head of Department: Aidan Richters Email: arich185@eq.edu.au

QCAA Subject Category	VET	**Timetable Code**	CON
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.

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.

Pathways

This qualification is intended to provide exposure to people aiming to enter employment or further education 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.

Delivery

Training and assessment are completed by students at Boonah State High School. The mode of delivery will be comprised of both on-line training and face to face classroom-based training and assessment.

Course Structure – example of possible competencies offered

Core Competencies		Additional Competencies	
CPCCOM1012	Work effectively and sustainably in the Construction Industry	CPCCCM2006	Apply basic levelling procedures
CPCCOM1013	Plan and organise work	CPCCCO2013	Carry out concreting to simple forms
CPCCOM1015	Carry out measurements and calculations	CPCCBL2001*	Handle and prepare bricklaying and blocklaying materials
CPCCVE1011*	Undertake a basic construction project		
CPCCWHS2001	Apply WHS requirements, policies and procedures in the Construction Industry	CPCCBL2022*	Use bricklaying and blocklaying tools and equipment
		CPCCCA2002*	Use carpentry tools and equipment
		CPCCCA2011*	Handle carpentry materials
		CPCCCM1011	Undertake basic estimation and costing
		CPCCCM2004*	Handle construction materials

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)

MSF20122- Certificate II in Furnishing

VET Certificate

Head of Department: Aidan Richters Email: arich185@eq.edu.au

QCAA Subject Category	VET	**Timetable Code**	FUR
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.

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.

Pathways

This qualification is intended to provide exposure to people aiming to enter employment or further education 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, cabinetmaker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Delivery

Training and assessment are completed by students at Boonah State High School. The mode of delivery will be comprised of both on-line training and face to face classroom-based training and assessment.

Course Structure – example of possible competencies offered

Core Competencies		Additional Competencies	
MSFGN2001	Make measurements and calculations	MSMSUP106	Work in a team
MSMSUP102	Communicate in the workplace	CPCWHS1001	Prepare to work safely in the construction industry
		MSFFF2010	Dismantle and reassemble furniture for finishing
		MSFFF2012	Prepare surface for finishing
		MSFFF2013	Maintain spray equipment and booth
		MSFFF2014	Apply surface coatings by spray gun
		MSFFF2015	Apply stains, fillers and bleach
		MSFFF2016	Apply surface coatings by hand
		MSFFL2031	Remove existing floor coverings
		MSFSF2016	Operate a steam press

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)

Hospitality – Certificate II SIT20322 / Certificate III SIT30622

VET Certificate

Head of Department: Aidan Richters Email: arich185@eq.edu.au

QCAA Subject Category	VET	**Timetable Code**	HSP
QCE Credit Points	4 or 6		

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 kitchen	Laptop, Stationery, A4 notebook **Uniform** Students are expected to wear a wait staff uniform for special occasions. This consists of black trousers, white button-down shirt (full or ¾ sleeves) and black leather enclosed shoes. NOTE: We are investigating a BSHS Hospitality Shirt for students to wear at functions/events.
	Costs
	Certificate II in Hospitality (SIT20322) - $0 VETiS FUNDED or $1320 (non-refundable fee for service) Certificate III in Hospitality (SIT30622) - $450

Registered Training Organisation (RTO):
Blueprint (RTO #30978)
www.blueprint.com.au

Pathways

Hospitality is a VET subject suited to students who are interested in pathways beyond Year 12 that lead to vocational education or work. A course of study in Hospitality provides the student with insight and the entry level requirements within the hospitality industry to become a caterer, chef, kitchen hand, baker, confectioner, butcher, cake decorator, cookery demonstrator, cook, hospital catering officer, food and beverage waiting staff.

Delivery

Training and assessment are completed by students at Boonah State High School. The certificates are delivered in partnership with Blueprint Career Development (RTO #30978 Ph. 1300 851 550). The mode of delivery will be comprised of both on-line training and face to face classroom-based training and assessment.

Course Structure

Certificate II in Hospitality

Core Competencies		Elective Competencies	
BSBTWK201	Work effectively with others	SITHGAM022	Provide responsible gambling services
SITHIND006	Source and use information on the hospitality industry	SITHFAB021	Provide responsible service of alcohol
SITHIND007	Use hospitality skills effectively	SITHFAB024	Prepare and serve non-alcoholic beverages
SITXCCS011	Interact with customers	SITHFAB025	Prepare and serve expresso coffee
SITCOM001	Show social and cultural sensitivity	SITXCCS010	Provide visitor information
SITXWHS005	Participate in safe work practices		
SITXFSA005	Use hygienic practices for food safety		

SIT30622 – Certificate III in Hospitality

Upon completion of the SIT20322 Certificate II in Hospitality, students will enrol in the SIT30622 Certificate III in Hospitality. Students are only required to complete an additional 4 units to achieve the Certificate III in Hospitality. The proposed Certificate III units are listed below.

Competencies	
SITXCC014	Provide services to customers
SITHFAB027	Serve food and beverage
SITXHRM007	Coach others in job skills
SITHIND008	Work effectively in hospitality service

Work Placement

Structured work placement **must** occur to complete a Certificate II and Certificate III in Hospitality. To achieve the Certificate II in Hospitality, students must complete 12 hours of work placement at school functions, local venues or through current employment in hospitality. To achieve the Certificate III in Hospitality, students must complete an additional 24 hours of work placement at school functions, local venues or through current employment in hospitality. Shifts need to be a minimum of two hours in length.

Assessment

The assessment will be competency based and clustered units may be part of the assessment to reflect actual work scenarios and activities. Students will participate in various assessment tasks, including observation with checklists, products resulting from an activity, questioning (written, oral or portfolio), and reports from the workplace supervisor.

A major part of the assessment is achieved by working in the training restaurant, serving customers and through the participation of work experience in a restaurant/café outside of school hours.

Optional 5-Star Hospitality Experience Program (approx. $350)

The Blueprint Hospitality Experience Program has been developed to allow Year 12 students to develop a deeper understanding of the hospitality industry with hands-on exposure to front and back of house operations.

Highlights include:

- 1 night's accommodation in a 5-star hotel (twin or triple share) (Eg Emporium South Bank and/or Sea World Resort)
- Hotel tour, welcome and induction
- Shifts in selected departments that can be credited towards work placement requirements.

SIS20321 Certificate II in Sport Coaching / SIS30321 Certificate III in Fitness (Dual Qualification)

VET Certificate

Head of Department: Jai Yong Gee Email: jyong6@eq.edu.au

QCAA Subject Category	VET	**Timetable Code**	FIT
QCE Credit Points	4		

Prerequisites	Equipment
- C standard of higher in Year 10 English and Maths	Laptop, Stationery, Hat, School Sports Uniform
	Costs
	This is a fee for service $495.00 per person (Cert II entry qualification = $395.00 + Cert III Gap Fee = $100.00) (+ First Aid $75.00) Additional fees for school camps

Pathways

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

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 $495.00 per person (Cert II entry qualification = $395.00 + Cert III Gap Fee = $100.00) (+ First Aid $75.00 to Binnacle Training upon enrolment.

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
• Binnacle Lounge Induction • Introduction to the Sport, Fitness and Recreation (SFR) Industry • Introduction to Community Programs • Introduction to Conditioning Programs	• Working in the SFR Industry - Coaching Foundation Level Participants • Introduction to Anatomy and Physiology - The Cardiovascular System • Sport-Specific Coaching Sessions • First Aid Course	• Anatomy and Physiology – Body Systems and Exercise • Health and Nutrition Consultations • Screening and Health Assessments • Specific Population Clients	• Practical curriculum
Programs			
• Community Program (Student delivery) • Participate in Conditioning Sessions	• Plan and Deliver Group Conditioning Sessions • Plan and Deliver a One-on-one Cardio Program	• One-on-one Gym Program • Plan and Conduct Sessions	• Group exercise and gym based one-on-one sessions • Older adults aged 55+

	• Sport-Specific Coaching Program	• Fitness Orientation Program • Group Training Program	

Competencies	
HLTAID011 – Provide first aid HLTWHS001 – Participate on workplace health and safety SISXEMR003 – Respond to emergency situations SISXIND011 – Maintain sport, fitness and recreation industry knowledge SIRXWHS001 – Work safely BSBSUS211 – Participate in sustainable work practices SISSPAR009 – Participate in conditioning for sport SISSSCO001 – Conduct sport coaching sessions with foundation level participants SISSSCO002 – Work in a community coaching role	BSBOPS304 – Deliver and monitor a service to customers BSBPEF301 – Organise personal work priorities SISFFIT035 – Plan group exercise sessions SISFFIT036 – Instruct group exercise sessions SISFFIT032 – Complete pre-exercise screening and service orientation SISFFIT0033 – Complete client fitness assessments SISFFIT052 – Provide healthy eating information SISFFIT040 – Develop and instruct gym-based exercise programs for individual clients SISFFIT047 – Use anatomy and physiology knowledge to support safe and effective fitness

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'.

School-based Apprenticeships and Traineeships (SAT)

Prerequisites: demonstrated good behaviour, attitude, attendance, independence; able to provide own transport to and from workplace and/or training centre; provision of appropriate work wear.

Cost: SATs are funded by the state government.

At SETPLAN ALL students must make a choice of six subjects. SATs are not to be included in the students six selected subjects. Timetable modifications will be addressed once a SAT is agreed and signup has been completed.

Electrotechnology Apprenticeships: To be eligible for an Electrotechnology Apprenticeship, the student must have a passing grade in Semester 1 and Semester 2 of Year 10 in English, Maths, and Science

Frequently Asked Questions about SATs

What is a SAT?

- SATs are a combination of paid work, training through a Registered Training Organisation, and continued school study. This requires participants to enter into a binding contract.

When can I start and how long does a SAT last?

- From Term 1 Year 10 to Term 2 Year 11.
- Certificate II and Certificate III qualifications require you to work for 50 days minimum; Cert III in Sport and Recreation has a 75-day work requirement; all other Certificate IIIs have a 100-day work requirement.
- Traineeships should ideally be completed before exiting Year 12.
- Students can only complete 33% of the apprenticeship units of competency while at school and continue after Year 12 with employer agreement.

How do I get a SAT? *(see Application Process flowchart for a SAT in appendix)*

- School based Traineeship opportunities are advertised via email and through daily notices. The school cannot source SATs. Work Experience in the industry area is an advantage.
- You may use your own contacts to source a SAT but must keep the Industry Liaison Officer (ILO) informed at every stage.

Am I paid for working and how much do I have to work?

- Yes. It is your responsibility to check that you are paid the appropriate Award rate.
- You should work between 7.5 and 8hrs per week. Parents are responsible for monitoring students' work hours. Holiday and weekend work is also possible in many workplaces. ***You must not work during term time on any day other than your agreed release day.***

Will I be released from school to work and will my timetable change?

- Usually, you will be allocated a day off school for work. This is decided by the school.
- After you have completed your probationary period and all current units of study, you are usually allowed to drop a subject. You need to advise which one when you complete your EOI. This helps us to decide which day you are released. The final decision, however, is the schools.

What is the study component? You must:

- Complete online units of work or theory booklets by deadlines and maintain regular contact with the RTO trainer.
- You work through Units of Competency.
- Attend all required training sessions, either at school, in the workplace or at the RTO premises
- Demonstrate your skills in the workplace and have them signed off.

What are my school responsibilities? You must:

- Attend school for all scheduled classes; let us know if you are absent on a SAT workday
- Catch up with any schoolwork missed on the agreed SAT workday
- Maintain an excellent record of attendance, behaviour and attitude at school
- Maintain careful records of work hours / units of competency completed - for school use
- Attend ***ALL EXAMS*** at school

NATIONALLY RECOGNISED TRAINING

Will a SAT contribute to my ATAR?

Your ATAR is calculated on 4 General subjects PLUS the best result from an Applied Subject or a completed Certificate III level qualification. So, yes, your Certificate III traineeship may contribute to your ATAR. A Certificate II qualification will not.

Application Process for SAT