GORDONVALE STATE HIGH SCHOOL

SENIOR SUBJECT INFORMATION HANDBOOK 2026 ~ 2027

INTRODUCTION

At Gordonvale State High School, we understand the need to tailor education to individual needs, aspirations, and pathways. This handbook is designed to support students and parents/carers in making informed decisions regarding subject selection.

Our curriculum offerings accommodate diverse student interests, strengths, and aspirations. We strive to empower each student with a meaningful pathway, towards a successful future.

This handbook provides a summary of learning options available for students. Contained in this guide are outlines of the courses offered at Gordonvale State High School for students transitioning to Year 11 in 2026. Please note that courses will only run where sufficient student numbers exist for the classes - this decision is at the discretion of the school.

For further details on any subject, we recommend making contact with the relevant Head of Department.

At Gordonvale State High School, we view Year 10 Semester 2 as a critical juncture in preparing students to transition into Year 11 and 12. Our Year 10 curriculum is designed to equip students with the necessary knowledge, understanding, and skills to excel in senior subjects.

Our staff are committed to supporting students every step of the way.

Senior Educational and Training (SET) planning interviews are an integral component of a student's transition to Year 11 as the individualised discussion ensures they make informed decisions regarding their senior subjects, other learning options and pathway.

As students transition to Year 11, there are some things that need to be done:

☐ Create a MYQCE account – using your personal email and phone number - Don't use your school email as you will lose access when school finishes

☐ Create a Unique Student Identifier

You can apply for a USI at https://www.usi.gov.au/

☐ Research subjects you enjoy

☐ Do some work experience

☐ Book your SET Plan Interview - information and a link to book your interview will be emailed to parents/carers closer to the date

ADMINISTRATION

PRINCIPAL	Geoff Moore

DEPUTY PRINCIPALS

Davida Laney	Student Sevices Years 7 & 8 and Curriculum
Ellie Taylor	Student Services Years 9 & 10 and Curriculum
Jacinta Evans	Student Services Years 11 & 12 and Curriculum

HEAD OF DEPARTMENT

English	Christopher Bowers
Humanities	Kristal Kinnane
Mathematics	Louise Barbour
Health and Physical Education	Matt Sperring
Science	Kylie Sheehan
Student Services Years 7 & 8	Joel Jerome
Student Services Years 9 & 10	Todd Chatterton
Student Services Years 11 & 12	Jean Richter
Diverse Learning Centre	Anita Ramage
The Arts & Technologies	Tennille Farnsworth

BUSINESS MANAGER	Sharlene Brosseuk

SUPPORT STAFF

Guidance Officer	Kate Veronese
School Psychologist	Lynn Robinson
Community Education Councellors	Thecla Mathew & Neal Teale
Youth Support Coordinator	Michelle Northage
School Based Youth Health Nurse	Shane Dustin
Clontarf Director	Rickki Sutherland
Industry Liaison Officer/EA	Lyndal Jones
Transitional Pathways Officer	Tamara Sugden

SCHOOL CONTACT DETAILS

Mailing Address	PO Box 66, Gordonvale QLD 4865
Street Address	85 Sheppards Street, Gordonvale
Phone	4043 3222
Email	admin@gordonvalehigh.eq.edu.au
Website	gordonvalehigh.eq.edu.au
Facebook	www.facebook.com/gordonvaleshs

The school office is open Monday to Friday from 8.00am until 4.00pm.

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Queensland Certificate of Education (QCE)

For students completing Year 12 from 2020

About the QCE

- The QCE is Queensland's senior secondary schooling qualification.
- Students can choose from a wide range of learning options to suit their interests and career goals.
- 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.

Set amount
20 credits

Set standard
achieved

Set pattern
12 + 8 credits

Literacy & numeracy
requirement met

QCE requirements

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, visit the QCAA website at www.qcaa.qld.edu.au/senior/new-snr-assessment-te.

* Please note as of 2025 a new requirement of QCE eligibility will include students completing an academic integrity course.

For all Queensland schools

QCE learning options

For students completing Year 12 from 2020

With hundreds of course combinations available, you can choose the Queensland Certificate of Education (QCE) learning options that are right for you.
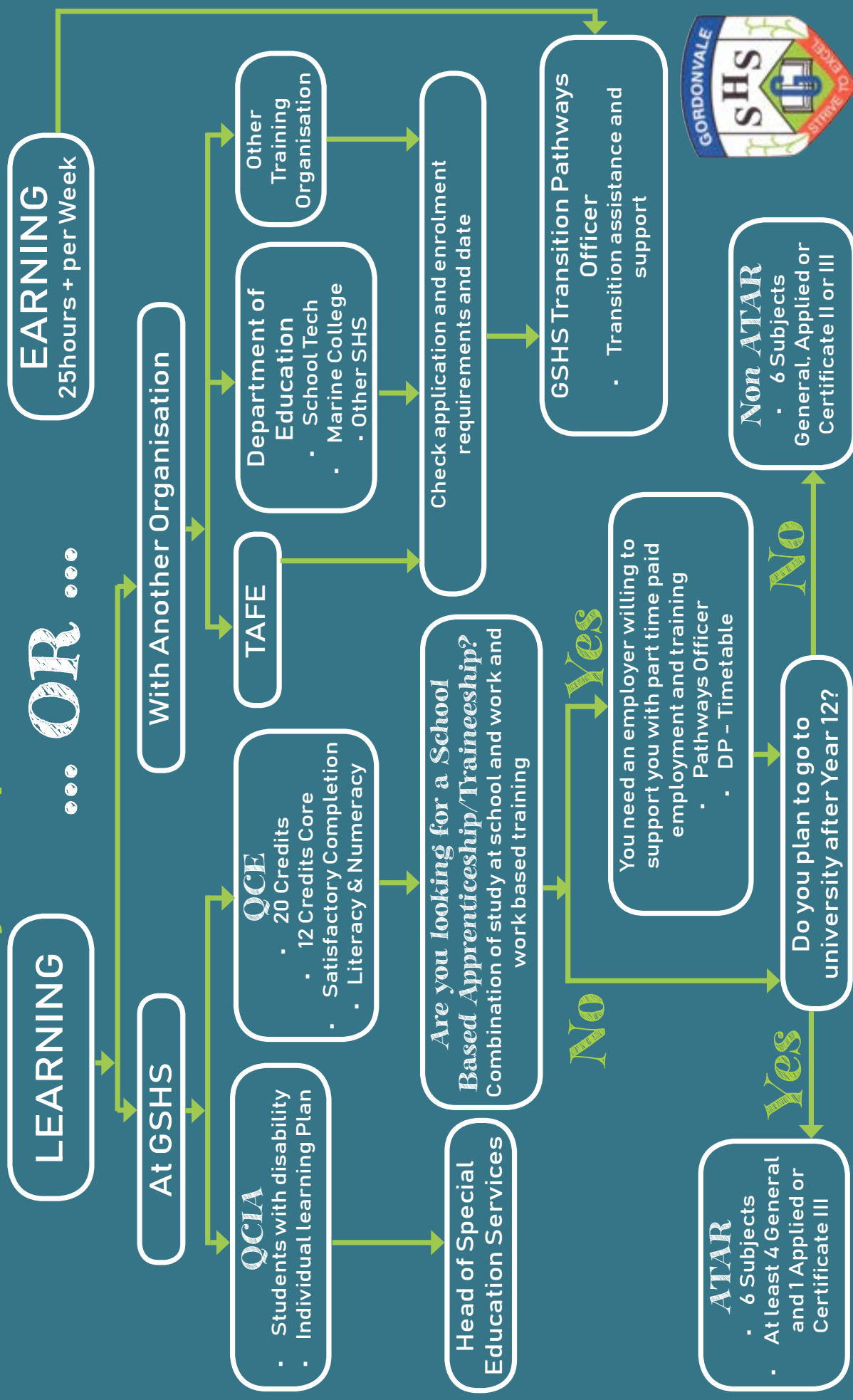
Course type	QCE category	QCE credit	ATAR
General subjects General subjects primarily prepare you for tertiary study, further education and training and work.	Core	Up to 4 per course	**All subjects may contribute**
Applied subjects Applied subjects focus on practical skills and prepare you for work.	Core	Up to 4 per course	**Only 1 may contribute** when combined with 4 General subjects
Short Courses Short Courses provide a foundation for further learning in a range of areas.	**Preparatory or Complementary** depending on course	1 per course	**Short Courses do not contribute**
Vocational education and training VET qualifications develop your skills and get you ready for work through practical learning. VET can also lead to further education and training.	**Core, Preparatory or Complementary** depending on course	Up to 8 per course	**Only 1 may contribute** at Certificate III level or higher, when combined with 4 General subjects
Other courses Other courses allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school.	**Core, Preparatory or Complementary** depending on course	**As recognised by QCAA**	**Check with QTAC** depends on course

Where will your QCE take you?

Talk with your school about available courses, then explore your options and find your pathway at www.qcaa.qld.edu.au/senior/new-snr-assessment-te.

Gordonvale State High School Senior Pathway

What is your plan after Year 10?

LEARNING ... OR ... **EARNING** 25 hours + per Week

LEARNING

- At GSHS
- With Another Organisation

At GSHS:

QCE
- 20 Credits
- 12 Credits Core
- Satisfactory Completion
- Literacy & Numeracy

QCIA
- Students with disability
- Individual learning Plan
  → Head of Special Education Services

With Another Organisation:
- TAFE
- Other Training Organisation
- Department of Education
  - School Tech
  - Marine College
  - Other SHS

→ Check application and enrolment requirements and date

→ GSHS Transition Pathways Officer
- Transition assistance and support

Are you looking for a School Based Apprenticeship/Traineeship?
Combination of study at school and work and work based training

Yes → You need an employer willing to support you with part time paid employment and training
- Pathways Officer
- DP – Timetable

No → Do you plan to go to university after Year 12?

No → **Non ATAR**
- 6 Subjects
- General. Applied or Certificate II or III

Yes → **ATAR**
- 6 Subjects
- At least 4 General and 1 Applied or Certificate III

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank (ATAR) is the standard pathway to tertiary study for Queensland Year 12s.

The ATAR is the standard measure of overall school achievement used in all Australian states and territories. It is a rank indicating a student's position overall relative to other students.

To be eligible for an ATAR, a student must have:

- satisfactorily completed an English subject
- completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above
- accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

The ATAR will be calculated by combining a student's best five subject scaled scores. Scaled scores will be derived from a student's subject results as reported to QTAC by the Queensland Curriculum and Assessment Authority (QCAA), using a process of inter-subject scaling.

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject.

If a student of a given ability studies an easier Maths subject they might get a 90/100. But if the same student studied a harder Maths subject they might only get a 70/100. However, if scaling works, they should end up with the same scaled score for inclusion in their ATAR calculation.
If subjects were not scaled, students could maximise their ATAR by studying what they believe are the easiest possible subjects to get the highest possible best five subject results to comprise their ATAR.

Inter-subject scaling will not enhance or diminish a student's performance in their subjects. The student's ranking relative to other students in their subjects does not change. Scaling simply allows for performances to be compared across all subjects, and then only for the purpose of including these in the calculation of a student's ATAR.

Students should choose subjects that:

- they enjoy
- think they will achieve well in
- that are subject pre-requisites for tertiary courses that they will be seeking entry to.

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training is a pathway for young people which provides education and training in employment-specific skills.

Satisfatorily completing a VET qualification provides you with valuable QCE credits:

• Certificate I	2 Credits
• Certificate II	4 Credits (core)
• Certificate III	Up to 8 Credits (core)

Assessment in VET is competency based. This means a skill gets tested multiple times until you can demonstrate that you have achieved it.

Students at Gordonvale State High School can access VET programs through:

- Certificate courses taught and assessed by the school.
    - Costs for these certificates form part of the school fees
    - Students can do more than one of these certificate courses
    - Certificates may include:
        * CHC30121 Certificate III in Early Childhood Education & Care
        * SIT20322 Certificate II in Hospitality
        * BSB20120 Certificate II in Workplace Skills
        * Certificate III Conservation & Ecosystem Management
- Qualifications offered by external training organisations (including TAFE) may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list, which was not available at the time of publishing this handbook. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

Qualification	Provider	Approximate Cost (FFS)
Certificate II in Resources & Infrastructure	Australian Drilling Institute	$1600
Certificate II in Outdoor Recreation	IVET Institute	$715
Certificate II in Active Volunteering	IVET Institute	$350
Certificate III in Fitness	Binnacle	$495
TAFE at Schools Program - various Certificate Courses (See page 10 for the full list)	TAFE	$3000

- School based apprenticehips and traineeships (SBA/SBT)

    - SBA/SBT allow Year 11 and 12 students to work with an employer as a paid employee, while studying for their QCE. At the same time, students will undertake a training qualification with a supervising registered training organisation.
    - A portion of the apprentice/trainee's employment might impact on their school timetable.
    - The student, parents, employee, training organisation and school enter into a training agreement.

TAFE AT SCHOOL PROGRAMS FOR DELIVERY IN 2026

TAFE offers the following Career Ready VETIS funded courses free to Secondary School students on Thursdays at their Cairns Campus.

ABORIGINAL AND TORRES STRAIGHT ISLANDER PROGRAMS
CUA20420 - Certificate II in Aboriginal and/or Torres Strait Islander Cultural Arts
11212NAT - Certificate III in Aboriginal and Torres Strait Islander Education

HEALTH
HLT33115 - Certificate III in Health Services Assistant
HLT23221 - Certificate II in Health Support Services

ACADEMY OF SPORT
SIS20321 - Certificate II in Sport Coaching

BEAUTY
SHB20121 - Certificate II in Retail Cosmetics

HAIRDRESSING
SHB20216 - Certificate II in Salon Assistant

HOSPITALITY
SIT20322 - Certificate II in Hospitality

MARITIME
MAR20321 - Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal)

TRADES

#AUR20720	Certificate II in Automotive Vocational Preparation
#AUR20420	Certificate III in Automotive Electrical Technology (Year 12 only)
#*11054NAT	Certificate II in Plumbing Services
#MEM20422	Certificate II in Engineering Pathways
#RII20120	Certificate II in Resources and Infrastructure
#UEE22020	Certificate II in Electrotechnology (Career Start)
#CPC10120	Certificate I in Construction
#UEE22120	Certificate II in Sustainable Energy (Career Start)

*# Personal Protective Equipment. Students will need to purchase steel capped boots and trade work wear clothing. * Students will be required to complete compulsory Vocational Placement (VPC)*

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All courses are subject to viability at the discretion of TAFE Queensland and will not proceed unless minimum class numbers are attained.

If you require additional information on any of the TAFE courses listed above, please contact Lisa Laffin E: lisa.laffin@tafeqld.edu.au or P: 0457 594 473

Managing Academic Misconduct

At Gordonvale State High School, we believe that assessment items serve as valuable opportunities for students to demonstrate their acquired knowledge and skills. Assessment plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment (Masters, 2014). Gordonvale State High School is committed to supporting students to complete assessment and to submit work that is their own, as well as minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them.

Types of misconduct	
Artificial Intelligence (AI)	Gordonvale SHS recognises the potential benefits of utilising artificial intelligence (AI) for idea generation and clarification within assessment, allowing students to explore and expand their understanding of the subject matter. However, it is imperative that the use of AI is acknowledged, and its output (including paraphrasing) not be used directly in the student response so that academic integrity is preserved. Satisfactory uses for AI by students are: · Research · Task comprehension Students are provided with checkpoints and/or drafts to demonstrate the development of their response and its authenticity over time. Student work that contains suspected evidence of using artificial intelligence to demonstrate learning on their behalf (at the final submission stage) will be provided with a further opportunity to authenticate their response. These opportunities may include: · Student-teacher conferencing · Multiple choice questions about the task or the student response · Further stimulus for the student to demonstrate understanding · The use of version history from the Office 365 Applications The onus is on the student to be able to demonstrate authentic development of their response over time. In cases where students are unable to provide sufficient evidence of the authenticity of their response, suspected sections of their work will be removed from the assessment with the remaining portions contributing to their summative result for the task.
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.
Collusion	When: • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment.
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.
Disclosing or receiving information about an assessment	A student: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.
Impersonation	A student: • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. • completes a response to an assessment in place of another student.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio/visual material, figures, tables, design, images, information or ideas).
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

Promoting Academic Integrity

Gordonvale State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	The School's Learning, Assessment and Reporting Policy is located on the school website. All questions regarding this policy should be directed to the relevant Year Level Deputy Principal. • To ensure the Policy is consistently applied, relevant processes will be revisited with students at regular intervals, such as: • at enrolment interviews • during Senior Education and Training planning • when the assessment schedule is published • when each task is handed to students • in the newsletter and by email in response to phases of the assessment cycle.
Expectations about engaging in learning and assessment	Gordonvale State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE. **Student responsibility** Students are expected to: ▪ engage in the learning for the subject or course of study ▪ produce evidence of achievement that is authenticated as their own work ▪ submit responses to scheduled assessment on or before the due date. To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses
Due Dates	**School responsibility** Gordonvale State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. Due dates for final responses and drafts will be published in the assessment schedule. All students will be provided with their assessment schedule each semester. The assessment schedule will: ▪ align with syllabus requirements ▪ provide sufficient working time for students to complete the task ▪ allow for internal quality assurance processes ▪ enable timelines for QCAA quality assurance processes to be met ▪ be clear to teachers, students and parents/carers ▪ be consistently applied ▪ be clearly communicated and available to students ▪ give consideration to allocation of workload. **Student responsibility** Students are responsible for: ▪ understanding and adhering to the Policy ▪ checking due dates ▪ planning and managing their time to meet the due dates ▪ informing the school as soon as possible if they have concerns about assessment load and meeting due dates. In cases where students are unable to meet a due date, they will: ▪ inform their Classroom Teacher as soon as possible ▪ provide the school with relevant documentation in line with the AARA process ▪ adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. All final decisions are at the Deputy Principal's discretion. Refer to AARA information in the appendix
Submitting, collecting and storing assessment information	Assessment instruments will provide information about Gordonvale State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types. Electronic submission for drafts and final copies will be submitted by midnight on the due date via QLearn's Turn It In for Senior Subjects (Year 11 & 12) and, where appropriate, a hard copy will be submitted to the teacher by end that school day for Junior Subjects (Years 7, 8, 9 & 10). Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes.
Appropriate materials	Gordonvale State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

PRE-REQUISITE SUBJECTS AND RECOMMENDED MINIMUM STANDARDS FOR YEARS 11 & 12

- Mandatory pre-requisite subjects are identified by the QCAA as subjects that must be studied before or in conjunction with a particular subject.
- A recommended minimum standard is the minimum result that the school recommends a student has achieved to experience success in a particular subject.
- Not all subjects have pre-requisites or recommended minimum standards.
- Pre-requisite subjects and recommended minimum standards will be discussed at your Subject Selection Interview and parents and students will be provided with advice regarding subject selection choices.

SENIOR SUBJECT	PRE-REQUISITE SUBJECTS AND RECOMMENDED MINIMUM STANDARD
Ancient History	C in English and C in History
Biology	C in Science, Mathematics and English
Business	C in English
Chemistry	B in Science; B in Mathematics; and C in English
Design	C in English, C in Design and Technology
English	C in English
Film, Television and New Media	C in English; Media Studies in Year 9 and 10 an advantage
General Mathematics	B in Mathematics
Health	B in English
Japanese (eLearning)	A in Japanese and B in English
Legal Studies	C in English
Literature	B in English
Mathematical Methods	B in Extension Mathematics
Modern History	C in English and C in History
Music	C in English, C in Music or be able to play an instrument (including sing/rap)
Physical Education	C in English and B in HPE
Physics	B in Science; B in Mathematics; and C in English
Specialist Mathematics	A in Mathematics; must also study Mathematical Methods
Visual Art	C in English; Year 10 Art recommended

Pre-requisites (Applied Subjects):

SENIOR SUBJECT	PRE-REQUISITE SUBJECTS AND RECOMMENDED MINIMUM STANDARD F
Media Arts in Practice	Year 9 or 10 Art is recommended
Music in Practice	Must be able to play an instrument (or singing/rap)
Sport and Recreation	Physical activity and excursions are mandatory aspect of this subject. Costs apply.
Visual Arts In Practice	Year 9 or 10 Art is recommended

This pre-requisite policy is intended as a guide only and is subject to change prior to the Year 10 Pathways Day and subject selection interviews.

ELEARNING

At Gordonvale State High School we are committed to providing our students with access to the widest variety of subjects possible. To support this commitment, we have developed the eLearning Centre and partnerships with various providers of online courses.

Gordonvale State High School provides a supervised classroom with access to computers, internet and telephones to support our eLearning students. A full time supervisor is employed to assist students who are enrolled in online courses with managing and organising their study program, and facilitate extra assistance when required.

Students enrolled in eLearning courses will require their own set of headphones with a built in microphone and a notebook for each subject.

The eLearning Centre at Gordonvale State High School offers General subjects that are not offered at our school. The following online subjects may be offered for senior students:

• **Japanese,**
• **Specialist Mathematics**

Students enrolling through eLearning:

• May study only ONE subject through eLearning
• Are required to meet **pre-requisites** and **minimum standards**
• **Must** attend an eLearning **interview** with the eLearning manager
• Must submit a separate enrolment form for an eLearning subject
• All eLearning enrolment forms must be received by **Monday 15th September.** Late enrolments into eLearning courses may not be possible due to restrictions in place by online course **providers**
• Most eLearning courses incur **additional subject fees** as determined by the School of Distance Education.

DIVERSE LEARNING CENTRE

Gordonvale State High School is dedicated to supporting all students with additional learning needs, including those with disabilities as defined under the Disability Discrimination Act (1992).

Our Diverse Learning Centre (DLC) team—comprising specialist teachers and teacher aides—provides tailored support for students with a wide range of disabilities. These include, but are not limited to:

- Intellectual Disability

- Autism Spectrum Disorder

- Language Disorders

- Attention Deficit Hyperactivity Disorder (ADHD)

- Physical Impairment

- Hearing Impairment and Deafness

- Vision Impairment
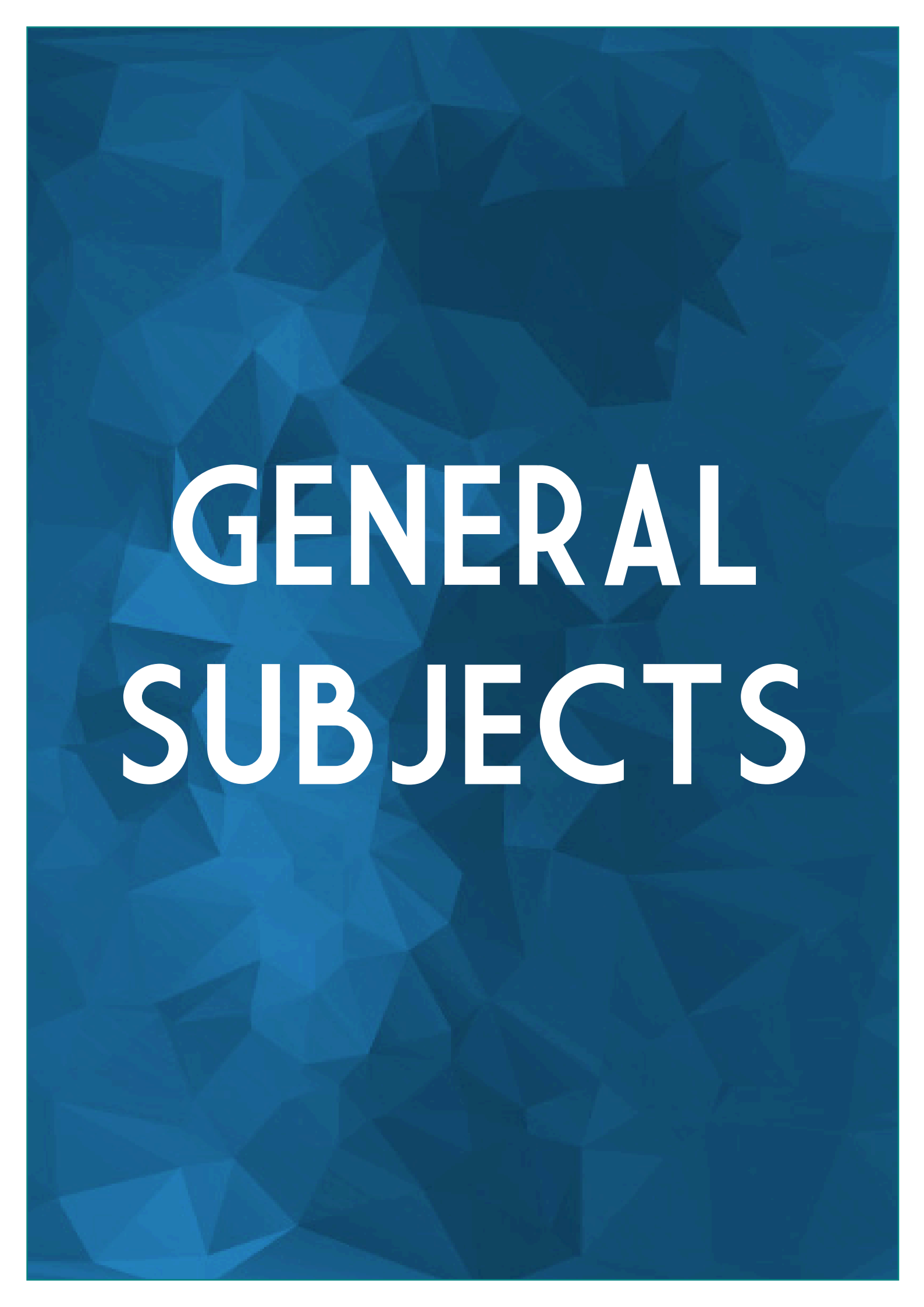
We are guided by the belief that:
- Every student can learn
- Every student has the right to learn alongside their same-aged peers
- Every student deserves to be treated with dignity
- All students should be supported to reach their full potential in a safe, inclusive, and nurturing environment
- All students are equally valued—diversity is our strength, not a difference to be overcome

The DLC also has access to a range of regional Education Queensland allied health services, including:
- Physiotherapy and Occupational Therapy
- Speech and Language Pathology
- Advisory Teachers (specialising in hearing, vision, and physical impairments, as well as alternative and augmentative communication)
- Autism Advisory Services

For students in Years 11 and 12, the DLC offers the opportunity to participate in the Queensland Certificate of Individual Achievement (QCIA). This program recognises and reports on students undertaking individualised learning pathways. It is developed by the school and aligned with the guidelines provided by the Queensland Curriculum and Assessment Authority (QCAA).

In partnership with parents, carers, and guardians, the DLC also supports students in accessing work experience, connecting with employment services, and engaging with community-based programs to further enhance their post-school pathways.

GENERAL SUBJECTS

ANCIENT HISTORY
General Senior Subject

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

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

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

PATHWAYS

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

OBJECTIVES

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

STRUCTURE

Two topics from each unit are chosen to be studied.

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world	**Personalities in their time**	**Reconstructing the Ancient World**	**People, power and authority**
• Digging up the past • Ancient societies — Slavery • Ancient societies — Art and architecture • Ancient societies — Weapons and warfare • Ancient societies — Technology and engineering • Ancient societies — The family • Ancient societies — Beliefs, rituals and funerary practices.	• Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality	• Thebes — East and West, • 18th to the 20th Dynasty • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • The Ancient Levant – First and Second Temple Period • Persia from Cyrus II to Darius III • Fifth Century Athens (BCE) • Macedonian Empire from Philip II and Alexander III • Rome during the Republic • Early Imperial Rome from Augustus to Nero • Pompeii and Herculaneum • Later Han Dynasty and the • Three Kingdoms • The Celts and/or Roman Britain • The Medieval Crusades • Classical Japan until the end of the Heian Period	• Schools choose one study of power from: • Ancient Egypt — New Kingdom • Imperialism • Ancient Greece — the Persian • Wars • Ancient Greece — the • Peloponnesian War • Ancient Carthage and/or Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic • Ancient Rome – the Augustan Age • Ancient Rome – Imperial Rome until the fall of the Western Roman Empire • Ancient Rome – the Byzantine Empire

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

ABORIGINAL & TORRES STRAIT ISLANDER STUDIES

General Senior Subject

General

Aboriginal & Torres Strait Islander Studies is a study of the First Peoples of Australia and the First Nations Peoples of the Torres Strait, the oldest living, continuous cultures in the world. Aboriginal & Torres Strait Islander Studies is fundamental to an understanding of the history of this continent. Students are made aware of the diversity and sophistication of Aboriginal cultures and Torres Strait Islander cultures while considering the social, cultural and political relationships between First Nations Australians and non–First Nations Australians in historical and contemporary contexts.

This approach can inform critical understandings of the past and present, whilst providing students with opportunities to consider possible futures. Aboriginal & Torres Strait Islander Studies is relevant for all students — both First Nations Australian students and their non–First Nations peers. It provides opportunities for cultural affirmation of culture and identity for First Nations Australian students and ensures that all students engage with the voices and perspectives of First Nations Australians across time and place. Students will learn to value and appreciate the worldviews of Aboriginal peoples and Torres Strait Islander peoples and recognise this as an essential component of reconciliation.

A holistic approach that highlights worldviews of Aboriginal peoples and Torres Strait Islander peoples is essential for student learning and engagement in the subject. Each aspect of culture, society and history is connected with all other aspects. This enables all students to consider how connectedness is fundamental to the identity and wellbeing of First Nations Australians.

An inquiry approach to learning is also important throughout this course of study. Aboriginal & Torres Strait Islander Studies allows students to develop critical thinking skills, including those of interpretation, analysis and evaluation, as well as communication skills. This contributes to the development of a range of transferable thinking and processing skills that will assist students to live and work successfully in the 21st century.

PATHWAYS

A course of study in Aboriginal & Torres Strait Islander Studies can establish a basis for further education and employment in the fields of anthropology, the arts, education, health, journalism, law, politics, psychology, sociology, social work, and tourism.

OBJECTIVES

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

- Define and use terminology
- Demonstrate understandings of Aboriginal societies and Torres Strait Islander societies
- Interpret information from sources
- Analyse viewpoints and perspectives
- Evaluate the significance of cultural interactions
- Create responses that communicate meaning to suit purpose.

STRUCTURE

Two topics from each unit are chosen to be studied.

Unit 1	Unit 2	Unit 3	Unit 4
Cultures, identities and connections • Country/place • Culture • Identity • Land • Language • Relationships • Spiritualities • Time	**Continuity, change and influences** • Colonialisation • Disenfranchisement • Dispersal • Dispossession • Frontier wars • Invasion • Analysis of different viewpoints • Identification of events that led to social and political change • Establishment of missions • Establishment of reserves • Segregation, assimilation and protectionist government policies	**Responses and contributions** • Citizenship • Civil rights movement • Referendum • Self-determination • Sovereignty • Native Title • Individual and group responses to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples	**Moving forward, looking back** • Resiliance • Recognition and reconciliation • Cultural expression • Cultural revitalization • Truth-telling • Healing

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — Short response	25%	Summative internal assessment 3 (IA3): • Investigation — analytical essay	25%
Summative internal assessment 2 (IA2): • Investigation — analytical essay	25%	Summative external assessment (EA): • Examination — short response	25%

BIOLOGY
General Senior Subject

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

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

It is mandatory that students complete 5 hours of field study through the course, usually in the form of an excursion, which may incur an additional fee.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms	**Maintaining the internal environment**	**Biodiversity and the interconnectedness of life**	**Heredity and continuity of life**
• Cells as the basis of life	• Homeostasis	• Describing biodiversity	• DNA, genes and the continuity of life
• Multicellular organisms	• Infectious diseases	• Ecosystem dynamics	• 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).

SUMMATIVE ASSESSMENTS

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Business creation	**Business growth**	**Business diversification**	**Business evolution**
• Fundamentals of business • Creation of business ideas	• Establishment of a business • Entering markets	• Competitive markets • Strategic development	• 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).

SUMMATIVE ASSESSMENTS

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

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions • 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).

SUMMATIVE ASSESSMENTS

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

ENGLISH
General Senior Subject

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

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

PATHWAYS

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

OBJECTIVES

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

TEXTS

Texts studied in this subject include, but are not limited to:

• Selection of Australian Poetry	• *Lion* directed by Garth Davis
• *Othello* by William Shakespeare	• *Ninteen Eight-Four* by George Orwell
• *The Great Gatsby* by F. Scott Fitzgerald	• Four Corners - ABC
• *Park Avenue: Money, Power and The American Dream* directed by Alex Gibney	• *Macbeth* by William Shakespeare
	• *The Dry* by Jane Harper
• *Frankenstein* by Mary Shelly	• *The Martian* by Andy Weir
• Australian Story - ABC	• *The Drover's Wife* by Leah Purcell

STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

FILM, TELEVISION & NEW MEDIA
General Senior Subject

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

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

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

PATHWAYS

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

OBJECTIVES

The syllabus objectives outline what students have the opportunity to learn:
• Design moving-image media products
• Create moving-image media products
• Resolve film, television and new media ideas, elements and processes
• Apply literacy skills
• Analyse moving-image media products
• Evaluate film, television and new media products, practices and viewpoints.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Foundation	**Stories**	**Participation**	**Artistry**
Develop understanding of the foundational concepts and processes used in Film, Television & New Media by learning to use available technologies to select, construct, manipulate and structure moving-image media.	Investigate the ways in which story takes different forms in different contexts across media platforms. They focus on how representations and languages engage audiences in stories.	Explore how audiences participate with media across multiple platforms. Investigate how technologies and institutions benefit and limit audience participation, considering the social, cultural, political, economic and institutional factors that influence participation.	Use media technologies, representations and languages to express, explore and question their artistic identity. Examine and acknowledge the historical events, cultural contexts, ideas and aesthetic traditions that have influenced styles and approaches in moving-image media, in a range of local, national and global contexts.

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

GENERAL MATHEMATICS
General Senior Subject

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations • Consumer arithmetic • Shape and measurement • Linear equations and their graphs • Algebra	**Applications of linear equations and trigonometry, matrices and univariate data analysis** • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2 • Applications of linear equations and their graphs	**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).

SUMMATIVE ASSESSMENTS

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

HEALTH
General Senior Subject

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change.

PATHWAYS

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

OBJECTIVES

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

• recognise and describe information about health-related topics and issues
• comprehend and use health inquiry model
• analyse and interpret information about health-related topics and issues
• critique information to distinguish determinants that influence health status
• investigate and synthesise information to develop action strategies
• evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
• organise information for particular purposes
• make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	Peers and family as resources for healthy living • Alcohol (elective) • Body image (elective)	Community as a resource for healthy living • Homelessness (elective) • Road safety (elective) • Anxiety (elective)	Respectful relationships in the post-schooling transition

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — action research	25%	Summative internal assessment 3 (IA3): • Investigation —analytical exposition	25%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination	25%

JAPANESE (eLearning)
General Senior Subject

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes. Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

PATHWAYS

A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

OBJECTIVES

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

- comprehend Japanese to understand information, ideas, opinions and experiences
  When students understand information, ideas, opinions and experiences in Japanese, they determine meaning and respond to texts.
- identify tone, purpose, context and audience to infer meaning.
  When students identify tone, purpose, context and audience, they demonstrate understanding of language and meaning within texts.
- analyse and evaluate information and ideas to draw conclusions.
  When students interpret and make judgments about information and ideas, they draw conclusions to make meaning and/or develop points of view.
- apply knowledge of language elements of Japanese to construct meaning.
  When students apply knowledge of a wide range of grammatical structures and a wide variety of vocabulary to create texts, they use their knowledge of Japanese to construct points of view and communicate with accuracy.
- structure, sequence and synthesise information to justify opinions, ideas and perspectives.
  When students structure, sequence and synthesise information in a range of contexts and for a range of purposes, they exchange and justify opinions, ideas and perspectives in Japanese.
- communication using contextually appropriate Japanese.
  When students use strategies to communicate in Japanese in a range of modes, they use knowledge of language to establish meaning and awareness of sociolinguistic conventions to exchange ideas. They display coherence and show understanding of language and culture.

Recommendations for success

It is strongly recommended that a student has achieved a B or above in Year 10 Japanese. Students must be able to read and write Hiragana, Katakana and Year 10 level Kanji. Students in Year 10 from a Japanese speaking background can apply for a waiver via the Head of Department for Languages.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし **My world** • Family/carers • Peers • Education	私達のまわり **Exploring our world** • Travel and exploration • Social customs • Japanese influences around the world	私達の社会 **Our society; culture and identity** • Lifestyle and leisure • The arts, entertainment and sport • Groups in society	私の将来 **My present; my future** • The present • Future choices

ASSESSMENT

Gordonvale State High School will devise assessments in Units 1 and 2 to prepare students for the assessments in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

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

LEGAL STUDIES
General Senior Subject

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

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

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

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

PATHWAYS

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

OBJECTIVES

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

TEXTS

Texts studied in this subject include, but are not limited to:

• Selection of poetry from Ellen van Neerven	• Hamlet by William Shakespeare
• *Black Medea* by Wedley Enoch	• *A Streetcar Named Desire* by Tennessee Williams
• *Whiplash* by Damien Chazelle	• Parasite by Bong Joon Ho
• *Knives Out* by Rian Johnson	• Get Out By Jordan Pee
• *The Complete Maus* by Art Spiegelman	• Mad Max: Fury Road by George Miller
• The Last of Us (HBO Series)	• Gattaca by Andrew Niccol

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).

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

MATHEMATICAL METHODS
General Senior Subject

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binominal expansion and cubic functions • Fractions and relations • Trigonometric functions • Probability	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Further differentiation • Application of differential calculus	**Further calculus and introduction to statistics** • Differentation of exponental and logarithmic functions • Differentation of trigonometric functions and differentiation rules • Further differentiation and applications • Introduction of 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).

SUMMATIVE ASSESSMENTS

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

MODERN HISTORY
General Senior Subject

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

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).

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world	**Movements in the modern world**	**National experiences in the modern world**	**International experiences in the modern world**
• Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912	• Empowerment of First Nations Australians since 1938 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China and its aftermath, 1919 - 1930s • Independence movement in Algeria, 1945–1962	• Australia since 1901 • United Kingdom since 1901 • France, 1799–1815 • New Zealand since 1841 • Germany since 1914 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan since 1931 • China since 1931 • Indonesia since 1942 • India since 1947 • Israel since 1917	• Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since the 1930s • Nuclear Age since 1945 • Cold War and its aftermath, 1945–2014
• Boxer Rebellion and its aftermath, 1900–1911 • Russian Revolution, 1905–1920s • Xinhai Revolution and its aftermath, 1911–1916 • Iranian Revolution and its aftermath, 1977–1980s • Arab Spring since 2010 • Alternative topic for Unit 1	• Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2	• South Korea since 1948	• Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since The 1950s • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

SUMMATIVE ASSESSMENTS

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

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

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music. Through these apply their knowledge and understanding to convey meaning and/or emotion to an audience.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. A study of music provides students with opportunities to develop their intellect and personal growth and to make a contribution to the culture of their community and prepares students to engage in a multimodal world.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Designs	**Identities**	**Innovations**	**Narratives**
Make and respond to music as they explore music elements and concepts to gain greater familiarity with the way music is designed.	Make and respond to music that expresses cultural, political and social identities in both local and global contexts.	Make and respond to music that demonstrates innovative use of music elements and concepts, and compositional devices, to communicate new meanings.	Focus on their emerging voice and style to expressively communicate narrative through making and responding to music.

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25% <center>• Examination</center>			

PHYSICAL EDUCATION
General Senior Subject

Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of the dimensions. In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

SUMMATIVE ASSESSMENTS

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

PHYSICS
General Senior Subject

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics	**Linear motion and waves**	**Gravity and electromagnetism**	**Revolutions in modern physics**
• Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	• Linear motion and force • Waves	• Gravity and motion • Electromagnetism	• 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).

SUMMATIVE ASSESSMENTS

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

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.

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

Overview

Specialist Mathematics major domains are:

• Vectors and matrices

• Real and Complex Numbers

• Trigonometry

• Statistics and Calculus

Specialist Mathematics is designed for students who wish to develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. Through this study they will gain an appreciation of the true nature of mathematics, its beauty and its power. Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours. Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Pathways

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

Objectives

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

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

Recommendations for success

Students should have achieved a B or above in Mathematics Extension. Assumed knowledge Specialist Mathematics must be taken concurrently or subsequent to studying Mathematical Methods. In addition to the assumed knowledge for Mathematical Methods, it is also recommended that students have knowledge of:

• rational and irrational numbers
• properties of circles
• sketching functions
• trigonometry
• factor and remainder theorem.

STRUCTURE

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

ASSESSMENT

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

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

SUMMATIVE ASSESSMENTS

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

VISUAL ART
General Senior Subject

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. 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.

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

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication.

PATHWAYS

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens	**Art as code**	**Art as knowledge**	**Art as alternative**
Students look at their material world through the concept of 'art as lens', applying different lenses or viewpoints.	Students explore the concept of 'art as code' to learn how visual language is capable of expressing complex ideas.	Students frame a self-directed inquiry question in response to a teacher-facilitated direct stimulus or first-hand experience.	Students resolve their body of work from Unit 3 through the concept 'art as alternate' as they imagine, generate and apply new ideas and links.
• Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based	• Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based	• Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	• Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	20%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	30%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% • Examination - extended response			

APPLIED (ESSENTIAL) SUBJECTS

ESSENTIAL ENGLISH
Applied Senior Subject

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

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

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

PATHWAYS

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

OBJECTIVES

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

• use patterns and conventions of genres to suit particular purposes and audiences
• use appropriate roles and relationship with audiences
• construct and explain representations of identities, places, events and concepts
• make use of and explain representations of identities, places, events and/or concepts.
• 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 features to achieve particular purposes across modes.

STRUCTURE

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

TEXTS

Texts studied in this subject include, but are not limited to:

• *Jasper Jones* by Craig Silvey	• Popular Culture Texts
• Television News Shows	

ASSESSMENT

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

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

SUMMATIVE ASSESSMENTS

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA) — short response examination	Summative internal assessment (IA4): • Extended response — Written response

ESSENTIAL MATHEMATICS
Applied Senior Subject

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

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

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

PATHWAYS

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and money • Fundamental topic: Calculations • Number • Representing data • Managing money	**Travel and data** • Fundamental topic: Calculations • Graphs • Time and motion • Data collection	**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.

SUMMATIVE ASSESSMENTS

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

APPLIED SUBJECTS

AGRICULTURAL PRACTICES
Applied Senior Subject

Agricultural Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in agricultural science, workplaces and other settings.

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. 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.

The units in Agricultural Practices will also describe relationships and connections that Aboriginal peoples and Torres Strait Islander peoples have with Country and Place.

PATHWAYS

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

OBJECTIVES

The syllabus objectives outline what students have the opportunity to learn:

• describe ideas and phenomena
• execute procedures
• analyse information
• interpret information
• evaluate conclusions and outcome
• plan investigations and projects.

FIELD WORK

It is anticipated that approximately five hours of field work will be required for learning and assessment in each unit.

STRUCTURE

The Agricultural Practices course is designed around concepts that may include:

Unit 1	Unit 2	Unit 3	Unit 4
Plant industries • plant industries of local, regional and state importance, e.g. sugar cane, tomato, macadamia • environmental considerations for local industries • issues of water quality related to food and fibre production	**Animal agribusiness** • use of agricultural animals for local and regional industries • breed characteristics best suited to honey products. • basic infrastructure requirements	**Water-based animal production** • animal species that are of local or regional importance • animal growth and yield • feed/nutrition contamination and its effects on organisms and systems	**Land-based plant production** • physical characteristics and adaptations of plants • plant growth and yield • equipment, machinery and materials for agricultural plants

ASSESSMENT

For Agricultural Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments. Each unit will be assessed using the two assessment types below.

Applied Investigation	Practical Project
Students investigate a research question by collecting, analysing and interpreting primary or secondary information. This task requires students to investigate a question and document the investigation process and conclusion.	Students use practical skills to complete a project in response to a scenario. This task requires students to complete a project and document the process used to complete the project.
Conditions: • individual work • 10 – 15 hours of class time • multimodal (7 minutes) OR written (1000 words)	**Conditions**: • individual work • 10 – 15 hours of class time • produce 1 product OR 1 four-minute performance

AQUATIC PRACTICES
Applied Senior Subject

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

By studying Aquatic 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. 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 aquatic situations.

The units in Agricultural Practices will also describe relationships and connections that Aboriginal peoples and Torres Strait Islander peoples have with Country and Place.

PATHWAYS

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

OBJECTIVES

The syllabus objectives outline what students have the opportunity to learn:
- Describe ideas and phenomena
- Execute procedures
- Analyse information
- Interpret information
- Evaluate conclusions and outcome
- Plan investigations and projects.

FIELD WORK

It is anticipated that approximately five hours of field work will be required for learning and assessment in each unit.

*Please note - there will be an additional charge for the field trip.

STRUCTURE

The Aquatic Practices course is designed around concepts that may include:

Unit 1	Unit 2	Unit 3	Unit 4
Aquariums and aquaculture	**Using the aquatic environment**	**Coastlines and navigation**	**Recreational and commercial fishing**
• requirements to support healthy organisms in aquarium and aquaculture systems • types of aquariums • types of aquaculture systems	• specialised equipment and materials for a range of aquatic activities, e.g. boating, fishing, snorkelling • factors that affect the safety of aquatic activities • snorkelling at the local pool and the Great Barrier Reef	• characteristics of charts (bearing, position, waypoints) • the importance of ocean currents for life in the ocean • effect of waves and currents on coastlines	• lure making • types of fishing and fishing gear • food chains and food webs • factors that affect the distribution of fish populations

ASSESSMENT

For Aquatic Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments. Each unit will be assessed using the two assessment types below.

Applied Investigation	Practical Project
Students investigate a research question by collecting, analysing and interpreting primary or secondary information. This task requires students to investigate a question and document the investigation process and conclusion.	A technique that assesses a response to a single task, situation and/or scenario in a module of work that provides students with authentic and/or real-world opportunities to demonstrate their learning.
Conditions: • individual work • 10 – 15 hours of class time • multimodal (7 minutes) OR written (1000 words)	**Conditions**: • individual work • 10 – 15 hours of class time • produce 1 product OR 1 four-minute performance

BUILDING AND CONSTRUCTION SKILLS
Applied Senior Subject

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

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

PATHWAYS

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

OBJECTIVES

The syllabus objectives outline what students have the opportunity to learn:
- Demonstrate practices, skills and procedures
- Interpret drawings and technical information
- Select practices, skills and procedures
- Sequence processes
- Evaluate skills and procedures, and structures
- Adapt plans, skills and procedures.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Site preparation and foundations Demonstrate building and construction fundamental ways of working in landscaping and concreting contexts.	**Framing and cladding** Demonstrate building and construction fundamental ways of working in framing and cladding contexts.	**Fixing and finishing** Demonstrate building and construction fundamental ways of working in residential fixing and finishing contexts.	**Construction in the domestic building industry** In this unit, students demonstrate the domestic building industry's fundamental ways of working in residential building and construction contexts.

ASSESSMENT

For Building and Construction skills, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments. Each unit will be assessed using the two assessment types below.

Practical Demonstration	Project
Students perform a practical demonstration and reflect on industry practices, and production skills and procedures.	Students construct a structure and document the construction process.
Practical demonstration Practical demonstration: the skills and procedures used in 3–5 production processes Documentation Multimodal: up to 3 minutes, 6 A4 pages, or equivalent digital media	Structure Structure constructed using the skills and procedures in 5–7 production processes Construction process Multimodal: up to 5 minutes, 8 A4 pages, or equivalent digital media

BUSINESS STUDIES
Applied Senior Subject

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

Students develop their business knowledge and understanding through applying business practices in business contexts, such as retail, health services, entertainment, tourism, travel and mining.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. They knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.

PATHWAYS

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

OBJECTIVES

The syllabus objectives outline what students have the opportunity learn:

- describe concepts and ideas related to business functions
- explain concepts and ideas related to business functions
- demonstrate processes, procedures and skills related to business functions to complete tasks
- analyse business information related to business functions and contexts
- apply knowledge, understanding and skills related to business functions and contexts
- use language conventions and features to communicate ideas and information
- make and justify decisions for business solutions and outcomes
- plan and organise business solutions and outcomes
- evaluate business decisions, solutions and outcomes.

STRUCTURE

The Business Studies course is designed around concepts that may include:

Unit Topic	Concepts Covered in this Unit
Working in administration	• types of administrative positions • organisational policies and procedures, schedules, meetings and structures • stages of the employment cycle • human resource management, work legislation and protocols • environmentally sustainable work practices
Working in finance	• financial goals of a business, policies and procedures • financial recording and reporting, the roles of banks and financial institutions and processing financial transactions • financial control systems and risk management strategies • financial forecasts and projections
Working with customers	• types of customers, and consumer characteristics and behaviour • customer needs, wants and expectations • customer service skills and training • organisational policies and procedures and legal obligations for dealing with customers
Working in marketing	• the impact of competitors, and marketing strategies to achieve competitive advantage • elements of the marketing mix: product, price, promotion, place • laws and regulations and ethical considerations
Working in events	• event types, logistics, processes and procedures • designing event concepts, staging, scheduling and managing an event • methods of managing an event, risk management strategies, laws and regulations
Entrepreneurship	• the purpose of entrepreneurship for a business • innovation, including types and methods of innovation • successful entrepreneurs, including their attitudes, values and behaviours • business models used for a planning and implementing venture

ASSESSMENT

For Business Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and each unit (1-4) consists of the two following assessments:

Project	Extended response
Students develop a business solution for a scenario.	Students respond to stimulus related to a business scenario.
Action plan: • written: up to 600 words • spoken: up to 4 minutes, or signed equivalent • multimodal: up to 5 minutes, 6 A4 pages, or equivalent digital media **Evaluation**: • written: up to 600 words • spoken: up to 4 minutes, or signed equivalent • multimodal: up to 5 minutes, 6 A4 pages, or equivalent digital media	Presented in one of the following modes: • written: up to 1000 words • spoken: up to 7 minutes, or signed equivalent • multimodal: up to 7 minutes, 8 A4 pages, or equivalent digital media

Furnishing Skills

Applied Senior Subject

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

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery.

PATHWAYS

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

OBJECTIVES

The syllabus objectives outline what students have the opportunity to learn:
•   demonstrate practices, skills and procedures
•   interpret drawings and technical information
•   select practices, skills and procedures
•   sequence processes
•   evaluate skills and procedures, and products
•   adapt plans, skills and procedures.

STRUCTURE

The Furnishings and Skills course is designed around units that may include:

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

ASSESSMENT

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus.

Practical Demonstration	Project
Students perform a practical demonstration when manufacturing a product and reflect on industry practices, and production skills and procedures.	Students manufacture a product and document the manufacturing process.
Practical demonstration of furniture-making 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	Multi-material furniture product Product: 1 multi-material furniture product manufactured using the skills and procedures in 5–7 production processes Manufacturing process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

MEDIA ARTS IN PRACTICE
Applied Senior Subject

Media arts comprise of a range of art forms that have been composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

PATHWAYS

A course of study in Media Arts in Practice can establish a basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration. It can also establish a basis for self-employment and self-driven career opportunities.

OBJECTIVES

The syllabus objectives outline what students have the opportunity to learn:
• Use media arts practices
• Plan media artworks
• Communicate ideas
• Evaluate media artworks.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Representations	**Persuasion**	**Personal Viewpoint**	**Community**
- Animated logos	- Documentaries	- Experimentation	- Final Film
Plan, design and evaluate a media artwork that explores representations in the context of social media or gaming platforms.	Plan, design and evaluate a persuasive pitch for a media artwork that follows marketing styles or trends for an identified purpose.	Plan, design and evaluate a media artwork that communicates a personal viewpoint about a societal issue.	Plan, design and evaluate a design product that communicates ideas about a person, event, issue or other aspect in a community.

ASSESSMENT

For Media Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments. Each unit will be assessed using the two assessment types below.

Project	Product (Artwork)
Students make and evaluate a design product and plan a media artwork	Students make a media artwork by implementing the design from their project.
A project requires: Design product • Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork. • Design product must use pre-production conventions to communicate ideas. Planning and evaluation One of the following: • Multimodal: up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent	A Media artwork requires one of the following: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s

MUSIC IN PRACTICE
Applied Senior Subject

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They gain practical, technical and listening skills and make choices to communicate in and through their music. Through the music activities of composing, performing and responding, they apply techniques, processes and skills, individually and in groups, to express music ideas that serve particular functions and purposes. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

PATHWAYS

A course of study in Music in Practice can establish a basis for further education and employment by giving students the knowledge and skills that should enhance their employment prospects in the music industry in areas such as performance, critical listening, music management and music promotions. With additional training and experience, potential employment opportunities may include musician, band or recording group member, music journalist, media composer, DJ, sound or studio engineer, songwriter or arranger, music sales and merchandising staff, record producer, concert promoter, entertainment manager, tour manager or music director.

OBJECTIVES

The syllabus objectives outline what students have the opportunity to learn:
•   Use music practices
•   Plan music works
•   Communicate ideas
•   Evaluate music works.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Music of today	**The cutting edge**	**Building your brand**	**'Live' on stage!**
Make and respond to contemporary music as they become aware of the musical skills that are integral to performance and composition, including various songwriting styles and techniques.	Develop understanding of relevant and appropriate music technology. Explore music elements and compositional devices through music technology, leading to opportunities for formation, expression and realisation of musical ideas.	Explore facets of the music industry and develop an understanding of current and emerging music genres and styles to inform the development of their artistic brand as a musician.	Explore commercial music for the purpose of understanding the role music plays in the entertainment and media industries of the 21st century.

ASSESSMENT

For Music in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments. Each unit will be assessed using the three assessment types below.

Project	Performance	Composition
A project requires:	Performance	Composition
A performance or composition	Performance (live or recorded): up to 4 minutes	Composition: up to 3 minutes, or equivalent section of a larger work
Planning and evaluation		
One of the following:		
• Multimodal: up to 5 minutes, 8 A4 pages, or		
equivalent digital media		
• Written: up to 600 words		
• Spoken: up to 4 minutes, or signed equivalent		
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RELIGION & ETHICS
Applied Senior Subject

A sense of purpose and personal integrity are essential for participating and contributing members of society. Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices they learn about religion, spirituality and ethics. In addition, it enables students to learn about and reflect on the richness of religious spiritual and ethical worldviews.

Religion & Ethics enhances students' understanding of how personal beliefs, values, spiritual and moral identity are shaped and influenced by factors such as family, culture, gender and social issues. Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society and to communicate principles and ideas relevant to their lives and world.

PATHWAYS

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging for others in diverse settings

OBJECTIVES

The syllabus objectives outline what students have the opportunity to learn:

•   explain religious, spiritual and ethical principles and practice
•   examine religious, spiritual and ethical information
•   apply religious, spiritual and ethical knowledge
•   communicate responses
•   evaluate projects.

STRUCTURE

The Religion and Ethics course is designed around concepts that may include:

Unit Topic	Concepts Covered in this Unit
Australian Identity	Students are introduced to the diversity of Australian communities and their various religious, spiritual and ethical principles and practices. • Australian values and norms, and societal groups and expectations • Aboriginal peoples' spirituality and Torres Strait Islander peoples' religion • The role of the media
Social Justice	Students explore a range of social issues related to race, gender, age, religion, nationality, education, mental or physical ability, asylum, incarceration and employment. They consider different viewpoints on issues, and possible ethical solutions.
Meaning, purpose and expression	Students are introduced to various contemporary forms of religious, spiritual and ethical expression in different contexts to explore how individuals and communities create meaningful and purposeful lives.
World religions and spiritualities	Students examine the principles and practices across the diverse religions and spiritualities of the world.
Peace	Students examine peace from a variety of religious, spiritual and ethical viewpoints. Students examining peace at the individual, community, national and/or international level. • They consider practical questions about how to realise peace and justice in overcoming conflict.
Sacred Stories	Students are introduced to how sacred stories have been used to teach religious, spiritual and ethical messages that inspire and challenge individuals and communities. They examine: • Different text types, e.g. poetry, myths, epics, art works • Sacred stories from different religions and spiritualities • The characteristics of sacred stories

ASSESSMENT

For Religion & Ethics, assessment from Units 3 and 4 is used to determine the student's exit result, and each unit (1-4) consists of the two following assessments:

Investigation	Extended Response
Students investigate a question, opportunity or issue about Australian communities as diverse societies by collecting and examining information to form a response.	Students provide a view on a scenario.
Presented in one of the following modes: • written: up to 1000 words • spoken: up to 7 minutes, or signed equivalent • multimodal: up to 7 minutes, 10 A4 pages, or equivalent digital media	**Action plan**: • written: up to 800 words • spoken: up to 4 minutes, or signed equivalent • multimodal: up to 5 minutes, 8 A4 pages, or equivalent digital media **Evaluation**: • written: up to 500 words • spoken: up to 3 minutes, or signed equivalent • multimodal: up to 4 minutes, 6 A4 pages, or equivalent digital media

SCIENCE IN PRACTICE
Applied Senior Subject

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings.

By studying Science in Practice, 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. 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 scientific situations.

The units in Science in Practice will also describe relationships and connections that Aboriginal peoples and Torres Strait Islander peoples have with Country and Place.

PATHWAYS

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

OBJECTIVES

The syllabus objectives outline what students have the opportunity to learn:
- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcome
- plan investigations and projects.

FIELD WORK

It is anticipated that approximately five hours of field work will be required for learning and assessment in each unit.

STRUCTURE

The Science in Practice course is designed around concepts that may include:

Unit 1	Unit 2	Unit 3	Unit 4
Ecology	**Transport**	**Forensic Science**	**Consumer Science**
• endangered species (eg: their cause and impact of extinction) • feeding relationships (eg: herbivore, carnivore, omnivore) • Excursion to Holloways Beach Environmental Education Centre	• Laws of Motion • the impact of vehicle design on physical factors relating to dynamics • factors that affect braking and stopping distances of vehicles	• development of methodology for evidence collection. • properties of blood and blood spatter analysis • DNA profile construction and identification.	• genetic manipulation of food microbes • effects of microbes on nutrition and taste • uses of microbiology in food • make yoghurt, kombucha or ginger beer

* This unit involves a field trip where students collect, analyse and interpret data. This may incur an additional fee.

ASSESSMENT

For Science in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments. Each unit will be assessed using the two assessment types below.

Applied Investigation	Practical Project
Students investigate a research question by collecting, analysing and interpreting primary or secondary information. This task requires students to investigate a question and document the investigation process and conclusion.	Students use practical skills to complete a project in response to a scenario. This task requires students to complete a project and document the process used to complete the project.
Conditions: • individual work • 10 – 15 hours of class time • multimodal (7 minutes) OR written (1000 words)	**Conditions**: • individual work • 10 – 15 hours of class time • produce 1 product OR 1 four-minute performance

SOCIAL & COMMUNITY STUDIES
Applied Senior Subject

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

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

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

PATHWAYS

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

OBJECTIVES

The syllabus objectives outline what students have the opportunity to learn:

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

STRUCTURE

The Social & Community Studies course is designed around concepts that may include:

Unit Topic	Concepts Covered in this Unit
Lifestyle and financial choices	• needs and wants at personal and community levels • environmental, social, cultural and/or economic benefits and consequences of choices • principles of money management, and sources of income • sources of financial advice and the roles of banks
Healthy choices for mind and body	• health and wellness for physical and mental wellbeing • the consequences of poor food and lifestyle choices • forms of physical activity and nutritional information for health and wellbeing
Relationships and work environments	• the function of roles in families, peer groups, workplaces, digital communication and other social contexts • characteristics of an effective colleague, employee, employer and/or entrepreneur • desirable work skills and attributes of an effective team member • personal rights and responsibilities in the workplace
Legal and digital citizenship	• features of the Australian legal system including, court structures different types of law and the role of the police • sources of the law and features of Australia's democratic system of government • responsible and effective use of digital technology
Australia and its place in the world	• the role of families, and forms of family and kinship structures in Australia • the impacts of multiculturalism • measurements of progress and standards of living • comparing Australia with other countries
Arts and identity	• the function of public art and different modes of artistic expression • markers of identity for individuals, groups and communities • the role of stereotypes, the difference between equality, equity and discrimination • means for addressing discrimination

ASSESSMENT

For Social & Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and each unit (1-4) consists of the two following assessments:

Project	Extended Response/Investigation
Students develop recommendations to address a selected issue related to contemporary lifestyles.	Students respond to stimulus related to a scenario, or investigate an issue and consider solutions in their response.
Action plan: • written: up to 080 words • spoken: up to 4 minutes, or signed equivalent • multimodal: up to 5 minutes, 8 A4 pages, or equivalent digital media **Evaluation**: • written: up to 500 words • spoken: up to 3 minutes, or signed equivalent • multimodal: up to 4 minutes, 6 A4 pages, or equivalent digital media	Presented in one of the following modes: • written: up to 1000 words • spoken: up to 7 minutes, or signed equivalent • multimodal: up to 7 minutes, 10 A4 pages, or equivalent digital media

SPORT & RECREATION
Applied Senior Subject

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

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

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

PATHWAYS

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

OBJECTIVES

The syllabus objectives outline what students have the opportunity to learn:

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

STRUCTURE

The Sport & Recreation course is designed around core concepts of:

- Sport and recreation in the community
- Sport, recreation and healthy living
- Health and safety in sport and recreation activities
- Personal and interpersonal skills in sport and recreation activities

Unit 1	Unit 2	Unit 3	Unit 4
Fitness for sport and rec	**Optimising performance**	**Coaching and officiating**	**Challenge in the outdoors**
Fitness for Outcome	Nutrition	Coaching	Hike
Group training session	First aid/Sports Medicine	Officiating	Canoe
1. Investigate activities and strategies to enhance outcomes in fitness for sport and recreation.	1. Investigate activities and strategies to optimise performance.	1. Investigate activities and strategies to enhance outcomes in coaching and officiating.	1. Investigate activities and strategies to enhance outcomes in outdoor challenges.
2. Plan activities and strategies to enhance outcomes in fitness for sport and recreation.	2. Plan activities and strategies to optimise performance.	2. Plan activities and strategies to enhance outcomes in coaching and officiating.	2. Plan activities and strategies to enhance outcomes in outdoor challenges.
3. Perform activities and strategies to enhance outcomes in fitness for sport and recreation.	3. Perform activities and strategies to optimise performance.	3. Perform activities and strategies to enhance outcomes in coaching and officiating.	3. Perform activities and strategies to enhance outcomes in outdoor challenges.
4. Evaluate activities and strategies to enhance outcomes in fitness for sport and recreation	4. Evaluate activities and strategies to optimise performance.	4. Evaluate activities and strategies to enhance outcomes in coaching and officiating.	4. Evaluate activities and strategies to enhance outcomes in outdoor challenges.

ASSESSMENT

For Sport and Recreation, assessment from Unit 3 and 4 is used to determine the student's exit result and consist of four instruments utilising two assessment techniques including performance and project.

Performance	Project
Performance	Investigation and planning
Up to 4 minutes	One of the following:
Planning and Evaluation	- Multimodal: up to 3 mins, 6 pages, or equivalent digital media
One of the following:	- Spoken: up to 3 mins, or signed equivalent
- Multimodal: up to 3 mins, 6 pages, or equivalent digital media	- Written: up to 500 words
- Spoken: up to 3 mins, or signed equivalent	Performance
- Written: up to 500 words	Up to 4 minutes
	Planning and Evaluation
	One of the following:
	- Multimodal: up to 3 mins, 6 pages, or equivalent digital media
	- Spoken: up to 3 mins, or signed equivalent
	- Written: up to 500 words

TOURISM
Applied Senior Subject

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

Students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts.

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.

OBJECTIVES

The syllabus objectives outline what students have the opportunity to learn:

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

STRUCTURE

The Tourism course is designed around concepts that may include:

Unit Topic	Concepts Covered in this Unit
Tourism and travel	Students consider the types of tourism, the reasons for travel and why people choose destinations.
	Students explore travel logistics and what is required when planning to travel to an international destination, including timing and costs, travel and accommodation details, tour and attraction experience, and insurance, safety and/or health advice, relevant to the selected destination.
Tourism marketing	Students explore marketing principles, concepts and practices that are used by tourism businesses and organisations to promote their products to specific audiences.
Tourism trends and patterns	Students investigate the influence of tourism trends and patterns. They consider how patterns of growth and decline in some tourism destinations both directly and indirectly create opportunities of challenges for the future of the tourism industry for a particular destinations.
	Students investigate trends in tourism that include seasonal patterns, and preferences for types of tourism experiences.
Tourism regulation	Students develop an awareness of how the tourism industry is regulated. Students explore the importance and impact of regulation on the different sectors of the tourism industry, e.g. accommodation, transport, food and beverage, information, events.
Tourism industry and careers	Students explore tourism as an industry that involves a wide range of businesses. They examine how the tourism industry is structured, including key stakeholders and relationships, to understand the value of the tourism industry in Australia and the employment and career opportunities that the industry provides.

ASSESSMENT

For Tourism, assessment from Units 3 and 4 is used to determine the student's exit result, and each unit (1-4) consists of the two following assessments:

Investigation	Extended Response
Students investigate a question, opportunity or issue about Australian communities as diverse societies by collecting and examining information to form a response.	Students provide a view on a scenario.
Presented in one of the following modes: • written: up to 1000 words • spoken: up to 7 minutes, or signed equivalent • multimodal: up to 7 minutes, 10 A4 pages, or equivalent digital media	**Action plan:** • written: up to 500 words • spoken: up to 3 minutes, or signed equivalent • multimodal: up to 3 minutes, 6 A4 pages, or equivalent digital media **Evaluation**: • written: up to 500 words • spoken: up to 3 minutes, or signed equivalent • multimodal: up to 3 minutes, 6 A4 pages, or equivalent digital media

VISUAL ARTS IN PRACTICE
Applied Senior Subject

Visual Arts in Practice focuses on 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. Throughout the course, students are exposed to 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.

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

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

PATHWAYS

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

OBJECTIVES

The syllabus objectives outline what students have the opportunity to learn:
•   Use visual arts practices
•   Plan artworks
•   Communicate ideas
•   Evaluate artworks.

STRUCTURE

The Visual Arts in Practice course is designed around core concepts of:

•   Visual Mediums, technologies and techniques

•   Visual Literacies and Contexts

•   Artwork Realisation

Unit 1	Unit 2	Unit 3	Unit 4
Transform and Extend	**Looking inwards (self)**	**Looking outwards (others)**	**Clients**
Respond to an artist or artisan's ways of working by collating and analysing artworks of a chosen practitioner and make artworks inspired by their mentor artist of choice.	Explore and respond to ideas about self. Think creatively about their own and others' cultures and convey ideas in concise and engaging ways to make artworks.	Respond to issues or concerns that take place locally, nationally and/or globally, and investigate how artists or artisans respond to these in their artworks.	Work collaboratively with a client to develop criteria and designs for artworks that meet clients' needs and expectations, and agree on essential visual language, media, technologies and/or skills.

ASSESSMENT

For Visual Arts in practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments. Each unit will be assessed using the two assessment types below.

Project	Resolved Artwork
Students make and evaluate and plan a resolved artwork.	Students make a resolved artwork communicates the concept from their project.
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 artworks *or* Design proposal Multimodal: 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 Planning and evaluation 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 • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent	2D, 3D, digital (static) and/or time-based media: up to 4 artworks

SHORT
COURSES

LITERACY

Literacy is considered integral to a person's ability to function effectively in society. It enables individuals to develop the knowledge, understanding and skills needed to interpret and create texts in a range of contexts for different audiences and purposes and is thus integral to learning across all areas of the curriculum and in all aspects of life.

When students become literate, they can manage situations in real contexts such as everyday life, work and further learning. They have agency in navigating their world, empowering them to become confident in interpreting, constructing and making judgments about the meanings of a range of texts. This learning should take place in contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

Literacy is embedded across the school curriculum and is developed through all phases of learning. This Literacy Short Course is a one-unit course of study, developed to meet the literacy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

PATHWAYS

A course of study in Literacy may 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 literacy used by various professional and industry groups.

OBJECTIVES

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

• Use own ideas and information about personal identity or workplace contexts, and include some ideas and information sourced from familiar and unfamiliar written/spoken/multimodal texts
• Communicate ideas and information about personal identity or workplace contexts using vocabulary, grammar, spelling and punctuation that is appropriate for the purpose, audience and context.

STRUCTURE AND ASSESSMENT

Schools develop two assessment instruments to determine the student's exit result.

Topic 1: Personal identity	Topic 2: Workplace contexts
One assessment consisting of: • a written response (internal assessment 1A)	One assessment consisting of: • spoken multimodel response (internal assessment 2A)

NUMERACY

Numeracy is considered integral to a person's ability to function effectively in society. It involves drawing on knowledge of the context in deciding when to use mathematics, extracting the mathematical information from the context and choosing the appropriate mathematics to use.

When students become numerate, they can manage situations or solve problems in real contexts such as everyday life, work and further learning. Students are able to identify or locate, act upon, interpret and communicate mathematical ideas and information. They learn to represent these ideas and information in a number of ways. This learning should take place in real contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

Numeracy is embedded across the school curriculum and is developed through all phases of learning. This Numeracy Short Course is a one-unit course of study, developed to meet the numeracy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

PATHWAYS

A course of study in Numeracy may 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.

OBJECTIVES

By the conclusion of the course of study, students will:
- Identify and interpret mathematical information in the context of personal identity and community
- Use and apply mathematical knowledge in the context of personal identity and community
- Communicate and represent mathematical knowledge in the context of personal identity and community.

STRUCTURE AND ASSESSMENT

Schools develop two assessment instruments to determine the student's exit result.

Topic 1: Personal identity and community	Topic 2: The workplace and employment
One assessment consisting of two parts:	One assessment consisting of two parts:
• a project (Internal assessment 1A)	• a project (Internal assessment 2A)
• an examination (Internal assessment 1B).	• an examination (Internal assessment 2B).

CERTIFICATE COURSES

AHC31424 - Certificate III in Conservation & Ecosystem Management
Gordonvale State High School - RTO Code 30290)

This qualification provides an occupational outcome in conservation and ecosystem management. Work will be carried out under general guidance and supervision.

The qualifications enables individuals to select an indigenous land management, conservation project, parks and wildlife or natural area management context as a job focus or a mix of these.

DURATION:

2 years

ENTRY REQUIREMENTS:

There are no entry requirements for this qualification.

DELIVER MODES:

Face to face in a simulated workplace environment

CORE UNITS:

AHCERC309	Conduct an ecological and cultural site inspection prior to works
AHCWHS301	Contribute to work health and safety processes

ELECTIVE UNITS:

AHCECR301	Maintain native ecosystem areas
AHCBIO303	Apply biosecurirty measures
AHCPMG301	Control weeds
ACMGEN309	Provide basic animal first aid
AHCARB325	Manage trees to create and maintain habitat refuges
AHCBIO301	Identify and report signs of unusual disease or pest
AHCCFP301	Identify the effects of climate changes as a factor in land management
AHCCHM304	Transport and store chemicals
AHCFIR301	Undertake burning for fuel, ecological and cultural resource management
AHCECR302	Collect and preserve biological samples
AHCECR307	Read and interpret maps
AHCLPW311	Construct access tracks
AHCECR310	Implement assisted regeneration works
AHCECR311	Implement ecosystem reconstruction works

FEES:

SRS + $220 including camps and field trips

QCE POINTS :

Up to 8 credits

PATHWAYS:

This qualification provides skills which are directly related to opportunities as a ranger, or in the conservation and land management fields.

LEARNING & ASSESSMENT:

Assessment Evidence will be gathered during practical activities at school, and during field trips or camps.

SUBJECT TYPE:

VET qualification – This subject does not contribute towards ATAR

CHC30121 - Certificate III in Early Childhood Education and Care
(Gordonvale State High School - RTO Code 30290)

This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia. They support children's wellbeing, and development in the context of an approved learning framework. Educators use a range of well-developed skills and knowledge using discretion and judgment when carrying out their work in the context of established policies and procedures. They may work independently or under the guidance of others, though in some contexts that guidance may not be on-site.

To achieve this qualification, the individual must have completed a total of least 160 hours of work in a regulated children's education and care service in Australia as detailed in the Assessment Requirements of units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours.

DURATION: 2 years

ENTRY REQUIREMENTS: There are no entry requirements for this qualification.

DELIVER MODES: Face to face in a simulated workplace environment

Work experience in commercial work site - Third party report

CORE UNITS:

CHCECE030	Support inclusion and diversity
CHCECE031	Support children's health, safety and wellbeing
CHCECE032	Nurture babies and toddlers
CHCECE033	Develop positive and respectful relationships with children
CHCECE034	Use an approved learning framework to guide practice
CHCECE035	Support the holistic learning and development of children
CHCECE036	Provide experiences to support children's play and learning
CHCECE037	Support children to connect with the natural environment
CHCECE038	Observe children to inform practice
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
CHCECE055	Meet legal and ethical obligations in children's education and care
CHCECE056	Work effectively in children's education and care
CHCPRT025	Identify and report children and young people at risk.
HLTAID012	Provide First Aid in an education and care setting
HLTWHS001	Participate in workplace health and safety

ELECTIVE UNITS:

CHCDIV001	Work with diverse people
CHCPRP003	Reflect on and improve own professional practice

FEES: $70 Subject fee (per year)

QCE POINTS : Up to 8 credits

PATHWAYS: This qualification provides a pathway to work in long day care centres, family day care, pre-schools or kindergartens.

LEARNING & ASSESSMENT: Competency based
- observations
- practical
- written tasks

FURTHER INFORMATION: For further information contact Mrs Kristal Kinnane at Gordonvale State High School on 4043 3222.

SIS30321 Certificate III in Fitness
(Binnacle Training - RTO Code 31319)

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

Binnacle's Certificate III in Fitness "Fitness in Schools" program is offered as a senior subject where students deliver a range of fitness   programs and services to clients within their school community. Graduates will be competent in a range of essential skills—such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness session in indoor and outdoor fitness settings, including with older adult clients.

DURATION: 2 years

NATIONALLY RECOGNISED

QUALITIFICATIONS: SIS30321 Certificate III in Fitness

ENTRY REQUIREMENTS: Students must have a passion for and/or interest in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions. Each student must obtain a (free) 'Working with Children' Student Blue Card (application to be completed as part of the enrolment process). A student's official enrolment is unable to be finalised until their Student Blue Card has been issued. 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.

PACKAGING RULES: Total number of units = 15

CORE UNITS:

BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT052	Provide healthy eating information

ELECTIVE UNITS:

BSBSUS211	Participate in sustainable work practices
SISXEMR003	Respond to emergency situations

OTHER UNITS:

SISXIND011	Maintain sport, fitness and recreation industry knowledge
SISXCCS004	Provide quality service

SIS30321 Certificate III in Fitness

(Binnacle Training - RTO Code 31319)

PATHWAYS:

The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:
• Exercise Physiologist
• Teacher—Physical Education
• Sport Scientist

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit :
https://www.qcaa.qld.edu.au/senior/tertiary-entrance/atar
Students may also choose to continue their study by completing the Certificate IV in Fitness.

REASONS TO STUDY THE SUBJECT:

Successful completion of the Certificate III in Fitness contributes a maximum of eight(8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to QCE.
This program also includes the following:
• First Aid qualification and CPR certificate; plus coaching accreditation
• Direct pathway into Certificate IV in Fitness
• Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR.

LEARNING & ASSESSMENT:

Program delivery will combine both class-based and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).
A range of teaching/learning strategies will be used to deliver the competencies. These include:
• Practical tasks
• Hands-on activities involving participants/clients
• Group work
• Practical experience within the school sporting programs and fitness facility
• Log Book of practical experience
Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.
NOTE: This program involves a mandatory 'outside subject' weekly component as follows:
• TERM 5, 6 OR 7: 60 minutes per week across a minimum of 5 consecutive weeks—delivering fitness programs and services to an adult client, undertaken at the school gym or an alternative fitness facility sourced by the school.
• TERM 6: A minimum of one session (60 minutes) - delivering a gentle exercise session to an older adult client (age 55+), undertaken at the school gym or an alternate fitness facility sourced by the school.
All other practical experiences have been timetables within class time. Students will keep a Log Book of these practical experiences (minimum 40 hours).

FEES:

$495 Per Person

FURTHER INFORMATION:

For information regarding support services and other general VET information, students will be provided with access to a Student VET Handbook prior to enrolment.

SIT20322 - Certificate II in Hospitality

(Gordonvale State High School - RTO Code 30290)

This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

DURATION: 2 years

ENTRY REQUIREMENTS: There are no entry requirements for this qualification.

DELIVER MODES: Face to face in a simulated workplace environment

Work experience in commercial work site - Third party report

CORE UNITS:

BSBTWK201	Work effectively with others
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices

ELECTIVE UNITS:

SITXFSA005	Use hygiene practices for food safety
SITHCCC024	Prepare and present simple dishes
SITHCCC025	Prepare and present sandwiches
SITXCCC028	Prepare appertises and salads
SITHFAB025	Prepare and serve espresso coffee
SITHFAB024	Prepare and service non-alcoholic beverages

FEES: $90 Subject fee (per year).

QCE POINTS : Up to 4 credits

PATHWAYS: This qualification provides a pathway to work in a variety of hospitality settings including restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

LEARNING & ASSESSMENT: Competency based
- observations
- practical
- written tasks

FURTHER INFORMATION: For further information contact Ms Tracey Watkins at Gordonvale State High School on 4043 3222.

MEM20422 - Certificate II in Engineering Pathways
(Blue Dog Training - RTO Code 31193)

BLUEDOGTRAINING

The qualification MEM20422 provides students with an introduction to an engineering or related working envionment. Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the students regular school timetable, the course is completed over a period of two (2) years. A Student can only participate in a Blue Dog Training VETiS program with the permission of their school.

DURATION: 2 years

ENTRY REQUIREMENTS: There are no entry requirements for this qualification.

DELIVER MODES: Face to face. Blue Dog Training will deliver the training and assessment for this qualification.

CORE UNITS:

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industry
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices

ELECTIVE UNITS:

MEM11011	Undertake manual handling
MEM16006	Organise and communicate information
MEM16008	Interact with computing technology
MEM18001	Use hand tools
MEM18002	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and reassemble engineering mechanisms

FEES: This course is delivered by an external RTO. Students have the option to use their VETiS funding to cover the cost. If students do not use VETiS funding there is a fee for service of approx. $1200.

REFUND POLICY Please refer to the Blue Dog Training Website for information on their refund policy.

https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

MEM20422 - Certificate II in Engineering Pathways

(Blue Dog Training - RTO Code 31193)

BLUEDOGTRAINING

QCE POINTS : Up to 4 credits

PATHWAYS: This qualification provides students with an introduction to an engineering or related working environment. Possible apprenticeship career pathways include:

- Engineering – Fabrication Trade (Boilermaking/Welding)

- Engineering – Fabrication Trade (Sheetmetal Working)

- Engineering – Mechanical Trade (Fitting and/or Turning)

- Engineering – Mechanical Trade (Machining)

- Engineering – Mechanical Trade (Diesel Fitting/Fixed & Mobile Plant Mechanic)

LEARNING & ASSESSMENT: Compentency based

- observations

- practical

- on-line questions

FURTHER INFORMATION: For further information contact Mrs Tennille Farnsworth at Gordonvale State High School on 4043 3222.

CPC20220 - Certificate II in Construction Pathways

(Blue Dog Training - RTO Code 31193)

The qualification CPC20220 is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship with the exception of plumbing.

The units of competency within this qualification cover essential work health and safety requirements, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

Commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

DURATION: 2 years

ENTRY REQUIREMENTS: There are no entry requirements for this qualification.

DELIVER MODES: Face to face. Blue Dog Training will deliver the training and assessment for this qualification.

CORE UNITS:

CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCVE1011	Undertake a basic construction project
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1015	Carry out measurements and calculations

ELECTIVE UNITS:

CPCWHS1001	Prepare to work safely in the construction industry
CPCCCM2004	Handle construction materials
CPCCCM1011	Undertake basic estimation and costing
CPCCCA2002	Use carpentry tools and equipment
CPCCWF2002	Use wall and floor tiling tools and equipment

FEES: This course is delivered by an external RTO. Students have the option to use their VETiS funding to cover the cost. If students do not use VETiS funding there is a fee for service of approx. $1200.

REFUND POLICY: Please refer to the Blue Dog Training Website for information on their refund policy.

https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

CPC20220 - Certificate II in Construction Pathways

(Blue Dog Training - RTO Code 31193)

QCE POINTS :   Up to 4 credits

LEARNING & ASSESSMENT: Compentency based

- observations

- practical

- on-line questions

FURTHER INFORMATION: For further information contact Mrs Tennille Farnsworth at Gordonvale State High School on 4043 3222.

SIS20419 - Certificate II in Outdoor Recreation & Duke of Edinburgh Silver Award
(IVET Institute - RTO Code 40548)

OnTrek - Outdoor Adventure Based Learning Program

The OnTrek Outdoor Adventure Based Learning program operates in partnership with Holloways Beach Environmental Education Centre. This qualification reflects the role of individuals who assist with operational logistics and the delivery of recreational activities. They work under direct supervision and with guidance from those responsible for planning, finalising and delivering activities, including program managers and leaders.

This qualification provides a pathway to work for any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

DURATION: 2 Years

ENTRY REQUIREMENTS: There are no entry requirements for this qualification.

CORE UNITS:

HLTWHS001	Participate in workplace health and safety
SISOFLD001	Assist in conducting recreation sessions
SISOFLD002	Minimise environmental impact
SISXIND002	Maintain sport, fitness and recreation industry knowledge

ELECTIVE UNITS

HLTAID003	Provide first aid
SISCAQU002	Perform basic water rescues
SISOBWG001	Bushwalk in tracked environments
SISOCNE001	Paddle a craft using fundamental skills
SISOFLD006	Navigate in tracked environments
SISXCAI001	Provide equipment for activities
SISXFAC001	Maintain equipment for activities

FEES: This course can be a VETiS funded course. This course is delivered by an external RTO. students have the option to use their VETiS funding to cover the cost. If students do not use

VETiS funding there is a fee for service of approx. $715.

QCE POINTS :   Up to 4 credits

PATHWAYS: This qualification provides skills which are directly related to opportunities in the outdoor and adventure tourism sector.

LEARNING EXPERIENCES   Assessment Evidence will be gathered during adventure activities/programming and at school.

SUBJECT TYPE: VET Qualification - This subject does not contribute towards ATAR.

BSB20120 - Certificate II in Workplace Skills

(Gordonvale State High School - RTO Code 30290)

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles.
This qualification also reflects the role of individuals who have not yet entered the workforce, and are developing the necessary skills in preparation for work.

These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

DURATION: 2 years

ENTRY REQUIREMENTS: There are no entry requirements for this qualification.

DELIVER MODES: Face to face in a simulated workplace environment

CORE UNITS:

BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to the health and safety of self and others

ELECTIVE UNITS:

BSBCRT201	Develop and apply thinking and problem solving skills
BSBTEC202	Use digital technologies to communicate in a work environment
BSBOPS203	Deliver a service to customers
BSBPEF101	Plan and prepare for work readiness
BSBOPS101	Use business resources

FEES: $90 per year

QCE POINTS :   Up to 4 credits

PATHWAYS: This qualification provides a pathway to work in a range of business settings, in roles such as administrative assistant, receptionist, data entry clerk, personal assistant.

LEARNING & ASSESSMENT: Competency based
- observations
- practical
- written tasks

FURTHER INFORMATION: For further information contact Mrs Kristal Kinnane at Gordonvale State High School on 4043 3222.

SIT20122 - Certificate II in Tourism

(Gordonvale State High School - RTO Code 30290)

This qualification reflects the role of individuals who have a defined and limited range of tourism operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.

DURATION:

2 Year

ENTRY REQUIREMENTS:

There are no entry requirements for this qualification

DELIVER MODES:

Face to face in a simulated workplace environment

CORE UNITS:

SITTIND003	Source and use information on the tourism and travel industry
SITXCCS009	Provide customer information and assistance
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices

ELECTIVE UNITS:

SITXCCS010	Provide visitor information
SITTTVL001	Access and interpret product information
SITTTVL006	Book tourism products and process documentation
BSBTWK201	Work effectively with others
SITXCOM006	Source and present information
SIRXOSM002	Maintain ethical and professional standards when using social media and online platforms

FEES:

SRS + $200 including field trips

QCE POINTS :

Up to 4 credits

PATHWAYS:

This qualification provides a pathway to work in many tourism and travel industry sectors and for a diverse range of employers including travel agencies, tour wholesalers, tour operators, holiday parks and resorts, attractions, cultural and heritage sites, and any small tourism business.

SUBJECT TYPE:

VET qualification – This subject does not contribute towards ATAR

FURTHER INFORMATION:

For further information contact Mrs Kristal Kinnane at Gordonvale State High School on 4043 3222.

AHC21216 - Certificate II in Rural Operations

(Gordonvale State High School - RTO Code 30290)

This qualification provides an occupational outcome for industries and agencies in rural and regional Australia.

DURATION: 2 Year

ENTRY REQUIREMENTS: There are no entry requirements for this qualification

DELIVER MODES: Face to face in a simulated workplace environment

CORE UNITS:

AHSWRK201	Participate in work health and safety processes
AHCWRK204	Work effectively in the industry
AHCWRK209	Participate in environmentally sustainable work practices

ELECTIVE UNITS:

AHCPCM204	Recognise plants
AHCPGD207	Plant trees and shrubs
AHCPGD203	Prune shrubs and small trees
AHCPER225	Assist with garden soil health and plant nutrition
AHCSOL201	Assist with soil or growing media sampling and testing
AHCMOM202	Operate tractors
AHCMOM203	Operate basic machinery and equipment
AGCMOM204	Undertake operational maintenance of machinery
TLIB0012	Maintain and use hand tools
ACMGAS204	Feed and water animals
AHCPLY303	Maintain health and welfare of poultry
AHCPLY208	Collect and pack eggs for human consumption

FEES: SRS + $100 per year

QCE POINTS : Up to 4 credits

PATHWAYS: This qualification allows individuals to be employed not only in rural industries but also other rural and regional sectors, such as local government, tourism, hospitality, transport, construction, community services, information technology and metals

SUBJECT TYPE: VET qualification – This subject does not contribute towards ATAR

FURTHER INFORMATION: For further information contact Mrs Kristal Kinnane at Gordonvale State High School on 4043 3222.

General Information

STUDENT REQUIREMENTS [1]

All students at Gordonvale State High School must have the following essential items at all times:

1. One well-stocked pencil case containing the following:

- Black Biro
- Pencils (HB & 2B)
- Sharpener
- Glue Stick
- Whiteboard marker (blue or black bullet point)

- Blue Biro
- Ruler
- Highlighter
- Scissors

- Red Biro
- Eraser
- 180° Protractor
- Coloured Pencils (not felt pens)

2. One A4 exercise book per subject
3. Scientific calculator (Casio FX 82AU Plus II)
4. USB (4GB)
5. Earphones (pocket size)

Specialist Subject Requirements:

- Visual Art - Visual Art Diary
- Music - Music (stave) exercise book
- Industrial Technology Skills - Safety glasses Australian Standard clear lense only (available for purchase from the tuckshop)
- Sport & Recreation, Physical Education, Agricultural Practices - Hat and sunscreen
- eLearning - Headset with microphone attached
- Mathematical Methods - Graphics Calculator TI (Texas Instruments) - TI-84 plus or TI - 84 plus CE only
- Specialist Mathematics (eLearning) - Graphics Calculator TI (Texas Instruments) - TI-84 plus or TI - 84 plus CE only

[1] *These requirements are in addition to the Student Resource Scheme*

STUDENT RESOURCE SCHEME [2]

- Year 7-10 ~ $240
- Year 11-12 ~ $270 plus additional charges per year

Additional Subject Charges ~ if applicable	
Year 11	**Year 12**
Visual Art ~ $60*	Visual Art ~ $60*
Visual Arts in Practice ~ $60*	Visual Arts in Practice ~ $60*
Certificate II Hospitality ~ $90*	Certificate II Hospitality ~ $90*
Building & Construction Skills ~ $110*	Building & Construction Skills ~ $110*
Certificate III Early Childhood ~ $70*	Certificate III Early Childhood ~ $70*
Certificate III Fitness ~ $495 for 2 year course	
* These are a yearly charge (unless otherwise indicated) and charges are correct as at 17 July 2025	

[2] *Excursion/camp charges are not included in the School Resource Scheme*