

BRAY PARK
STATE HIGH SCHOOL



BRAY PARK STATE HIGH SCHOOL

SENIOR SUBJECT GUIDE 2025



Contents

Introduction _____	2
Senior Education Profile	5
Senior Statement.....	5
Queensland Certificate of Education (QCE)	5
Queensland Certificate of Individual Achievement (QCIA)	5
Senior subjects _____	5
Underpinning factors	6
Vocational education and training (VET)	7
Australian Tertiary Admission Rank (ATAR) eligibility	7
Applied and Applied (Essential) syllabuses _____	8
General syllabuses _____	10
Course overview.....	10
Assessment.....	10
General (Extension) syllabuses _____	11
Course overview.....	11
Assessment.....	11
Short Course syllabuses _____	12
Course overview.....	12
Assessment.....	12
VET Courses _____	12
School based traineeships and Apprenticeships	12
TAFE at School	2
Recommended Pre-Learning _____	3
The Senior Curriculum 2025/6 _____	6
Essential English	7
English.....	9
English & Literature Extension.....	11
Sport & Recreation	13
Physical Education	15
General senior subject.....	15
Volleyball Excellence.....	18
Certificate III in Fitness (SIS30321)	23

Social & Community Studies	26
Tourism.....	28
Ancient History	30
Business.....	32
Certificate III in Business (BSB30120).....	34
Geography.....	36
Legal Studies.....	38
Modern History	40
Japanese.....	42
Essential Mathematics.....	44
General Mathematics	46
Mathematical Methods	49
Specialist Mathematics	52
Science in Practice	55
Biology.....	57
Chemistry	59
Physics	61
Psychology	63
Early Childhood Studies	65
Hospitality Practices	67
Building & Construction Skills.....	69
Certificate II in Furniture Making (MSF20313).....	71
Certificate II in Hospitality (SIT20322)	73
Certificate II in Automotive Vocational Preparation (AUR20720).....	75
Certificate II in Engineering Pathways (MEM20422)	77
Design	79
Certificate III in Information Technology	81
Dance in Practice	82
Drama in Practice	85
Music in Practice	87
Certificate II in Visual Arts (CUA20720).....	89
Drama.....	91
Music 94	
Music Extension	96
Visual Art	99

Introduction

Welcome to the Senior Phase of Learning

This booklet has been developed to assist students and their parents in making informed choices about senior subjects by providing general information about the Senior Phase of Learning, as well as subject descriptors and recommendations for study in Years 11 and 12.

At Bray Park State High School, students can pursue a rigorous tertiary pathway to prepare them directly for university studies. Alternatively, students can pursue a vocational pathway which may lead to further study at University or TAFE, an apprenticeship/ traineeship or direct entry to the workforce.

Student achievement in Year 10 subjects provides the platform for entry into Years 11 and 12. Students and parents are encouraged to discuss demonstrated academic progress with classroom teachers and Heads of Department to ensure they are setting realistic and achievable goals for their Senior Years. **It is imperative that students understand that, to avoid compromising their QCE, minimal subject changes should occur in year 11.** This is why it is important for students to seriously consider their pathway, previous academic results and recommended pre-senior subjects and results.

Which pathway is right for me?

Students at Bray Park State High School undertake either a tertiary or a vocational pathway in Years 11 and 12.

Students pursuing a tertiary pathway will seek direct entry into university at the conclusion of Year 12, using a competitive Australian Tertiary Admissions Rank for selection. Tertiary pathway students will choose all 6 General subjects; or 5 General Subjects and one Applied or VET subject or 4 General Subjects and either one Applied subject or VET certificate that is Certificate III or higher. In Year 12, all students will meet the Head of Department Senior School and the Guidance Officer to discuss potential pathways post school, including how to complete a QTAC (Queensland Tertiary Admissions Centre) application (if applicable).

Students engaging in a vocational pathway will pursue post-school options that include TAFE; an apprenticeship/traineeship; or fulltime/part-time employment. Vocational pathway students will choose Applied and Essential subjects and/or VET qualifications. Students pursuing a vocational pathway may seek university entrance through a completed Certificate III or higher qualification, TAFE Diploma program, University bridging and/or Tertiary Preparation Pathway programs. Students will be guided in Year 12 on how to apply to University if they choose to do so.

Regardless of the pathway chosen, all Senior students at Bray Park State High School are required to meet the high standards set for attendance, behaviour, effort, and submission of assessment. They will sign at SETPLAN a SENIOR SCHOOL AGREEMENT that outlines the expectation for their Senior School of learning.

How do I know which subjects are right for me?

Students should be guided by their Track Ed Student Profile that recommends subjects for senior, based on their academic achievement in Semester 1, Year 10. This profile outlines the subjects for which students have met the recommended academic achievement as a pre-requisite for the senior subject.

When choosing subjects, students should consider their post-schooling pathway and select subjects accordingly.

All students should select subjects in alignment with their Senior Education and Training (SET) Plan, their goals for the future and current achievement levels.

Choosing Senior Subjects

Students must choose six (6) subjects. It is important to choose senior subjects carefully as decisions may affect not only the types of careers that can be followed later, but also their success at school and their feelings about school.

At Bray Park State High School, students are generally advised to select their subjects using the following steps:

1. Their interests, aptitudes, achievements and career goals;
2. University or TAFE/ Traineeship/Apprenticeship/ full time work pathways
 - If students are certain they want to undertake **tertiary study** and have demonstrated high academic achievement, they are encouraged to choose **five general subjects and one/Applied or Certificate III or above VET subject**;
 - If students are certain they do not want to undertake tertiary study and are more interested in “hands-on” learning, they are encouraged to choose a **combination of Applied and VET subjects**;
3. Prerequisites
 - If students want to undertake university study, they must **look carefully at the prerequisites for university courses** in their *QTAC Tertiary Prerequisites 2027: Essential Guide for Choosing Senior Subjects*. They must choose the subjects needed to enter the courses they wish to study;
4. The subjects they will do well in
 - Students are advised to choose subjects in which they have already demonstrated sound academic ability.

To assist student to choose their subjects wisely, each Year 10 student will complete a Senior Education and Training Plan (SETP).

A Senior Education and Training Plan (SETP):

- Provides the young person with a clearly thought-out set of achievable goals, a learning plan and assists in a cohesive transition across educational sectors.
- Serves as a starting point and reference point for the student’s pathway through senior education.
- Promotes on-going dialogue between an individual student, parents/carers and teachers.
- Promotes learning that is aligned with student’s aspirations and leads to the award of a Queensland Certificate of Education or Senior Statement and/or up to Diploma qualification.

Year 10 students will participate in career planning and subject selection for their senior phase of learning during Lifeskills. Students will receive information for further TAFE and University study plus information regarding the senior subjects on offer at our school. Students and parents will complete a SET Plan interview with a Head of Department or senior staff member.

Please Take Note

1. Subjects listed in this booklet will only be available in 2025 if enrolment numbers are such that forming a class is viable. The minimum number of students necessary to form a class are determined by a range of factors set by Education Queensland. Students will be notified if any subject they have chosen is unable to be offered and will be given time to make an alternative selection
2. It is strongly suggested students understand the pre-senior recommendations for their chosen subjects when selecting a subject for years 11 and 12.
3. A Queensland Certificate of Education or Senior Statement may be taken over a 3 year period. Please consult our Guidance Counsellor or Deputy Principal Inclusion for details. The Queensland Certificate of Education student account will remain open for 9 years from the time a student starts Year 10.
4. Students will have the opportunity to select **one** TAFE at School program, if this aligns with their chosen pathway. TAFE courses will run depending on student numbers and are subject to school approval.
5. All students who undertake a school Vocational Education and Training subject (VET) should complete at least one week of Work Experience during Year 11 and 12. There is **compulsory work experience** for the Certificate II Hospitality which comprises 10 days.
6. It should also be noted that students subject changes will only occur at the end of a unit and start of the other unit. There are particular junctures for subject changes and this will be communicated to students at the start of the year.
7. **IMPORTANT SUBJECT FEE INFORMATION:**

Students selecting subjects with subject fees and/or fees charged by an external provider **MUST** meet the following requirements in order to be eligible to select or remain enrolled in these subjects:

- a) Student Resource Scheme paid in full or have set up a payment plan; AND
- b) If your student selects a subject with a subject fee, payment of this fee or arrangement of a payment plan must be made prior to the end of Week 3, Term 1 Year 11 or your student may be removed from the subject and placed in a non-fee subject.
- c) If your student selects a subject with an external provider fee (e.g. Cert III Fitness, Cert II Engineering Pathways etc), payment of this fee MUST be in place prior to the 30 November 2024 or your child **WILL** be removed from the subject and placed in another subject.

VETIS funding:

Students can undertake VETiS funded subjects as part of their school studies. This includes subjects delivered by the school in conjunction with a Registered Training Organisation (RTO) and/or by enrolling in a course with an external RTO (e.g. TAFE).

VETiS funding is provided by the Federal Government to skill shortage areas.

VETiS funding is allocated to the VET subject with the highest cost. For example: Students are able to select the Certificate II in Engineering Pathways and the Certificate III Sport and Rec. The school will apply the VETiS funding to the higher costed course which is Cert II Engineering Pathways and you will be invoiced for the other Certificate. We urge parents/carers to please check course fees carefully prior to subject selection at SETP interviews.

Senior Education Profile

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

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

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

Senior Statement

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

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

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

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

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/subjects-from-2024 and, for Senior External Examinations, www.qcaa.qld.edu.au/senior/see

Applied and Applied (Essential) syllabuses

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

General syllabuses

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

General (Extension) syllabuses

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

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

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

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

Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment.

Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

Applied and Applied (Essential) syllabuses

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy.

General syllabuses and Short Course syllabuses

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

QCE eligibility

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other recognised courses. Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website at <https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway>.

Australian Tertiary Admission Rank (ATAR) eligibility

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

- best five scaled General subject results or

- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

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

English requirement

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

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

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

Applied and Applied (Essential) syllabuses

Course structure

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

The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Curriculum

Applied syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Schools have autonomy to decide:

- which four units they will deliver
- how and when the subject matter of the units will be delivered
- how, when and why learning experiences are developed, and the context in which the learning will occur
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills such as literacy, numeracy and 21st century skills
- how the subject-specific information found in this section of the syllabus is enlivened through the course of study.

Giving careful consideration to each of these decisions can lead teachers to develop units that are rich, engaging and relevant for their students.

Assessment

Applied syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Schools have autonomy to decide:

- specific assessment task details within the parameters mandated in the syllabus
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

More information about assessment in Applied senior syllabuses is available in [Section 7.3.1](#) of the *QCE and QCIA policy and procedures handbook*.

Essential English and Essential Mathematics — Common internal assessment

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

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

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

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

Summative internal assessment — instrument-specific standards

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

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

General syllabuses

Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

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

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

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

External assessment

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

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

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

General (Extension) syllabuses

Course overview

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4).

Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Note: In the case of Music Extension, this subject has three syllabuses, one for each of the specialisations — Composition, Musicology and Performance.

Assessment

Units 3 and 4 assessments

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

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

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

Short Course syllabuses

Course overview

Short Courses are one-unit courses of study. A Short Course syllabus includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Aboriginal & Torres Strait Islander Languages
- Career Education
- Literacy
- Numeracy.

Assessment

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

VET Courses

Vocational Education and Training courses are subjects students can study on either a Vocational or Tertiary pathway. Fees for these courses are paid directly to the Registered Training Organisation responsible for each certificate. VET courses can contribute anywhere between 4 to 8 credit points towards a child's Queensland Certificate of Education. Students are assessed in these subjects as Working Towards Competency (WTC), Competency Not Achieved (CNA) or Competency Achieved (CA) and may be given more than one opportunity to demonstrate their acquisition of required competencies.

School based traineeships and Apprenticeships

For senior students (Year 11 and 12), there is also the opportunity of completing either a School based Traineeship or Apprenticeship.

School Based Traineeships (SBTs) allow you to train and do paid work in your chosen traineeship area while you are still at school studying for your Queensland Certificate of Education or Senior Statement.

Generally, students do one day a week of paid work and then four days at school. Students complete 5 subjects instead of the normal 6 subjects and in the time available, students complete

school work missed during the day at work. Thursday or Friday will be the preferred days for work. Should students not accept, or later leave the School Based Traineeship or Apprenticeship, a 6th subject must be undertaken.

School based Traineeships can be obtained through a variety of means: work placement, part-time jobs, Group Training Companies and students finding an interested employer.

The School based Traineeship is normally a Certificate II/III level and will be recorded on the Queensland Certificate of Education or Senior Statement if completed by the end of Year 12.

For further information contact the Senior Schooling Head of Department.

TAFE at School

Students in years 10 and 11 may also take advantage of the opportunity to complete a nationally recognised qualification through TAFE. The TAFE at Schools program allows students undertake a qualification not offered at Bray Park SHS, aligning to their chosen pathway.

Students who undertake a TAFE program whilst at school, will generally attend TAFE for 1 day per week for the duration of their course (1-2 years). In turn, students will be able to reduce their chosen 6 subjects at school to 5 to accommodate the additional study required of the TAFE program. Students are required to maintain their work in classes they miss on the day they attend TAFE. It is not recommended for students going for an ATAR to undertake a TAFE in School program as they will miss up to a third of their subject by attending TAFE 1 day per week.

Information regarding the TAFE at School program have been emailed to students and parents for available 2025 courses. See <https://tafeqld.edu.au/courses/ways-you-can-study/tafe-at-school.html> for further information and then speak to Head of Department Middle School (year 10 only) or Head of Department Senior School (year 11 only).

Recommended Pre-Learning

The following table indicates subjects and results that are strongly recommended and desirable for students to have achieved in year 10 to help ensure success in senior subjects. While these are a guide, they should be strongly considered when students are making their final subject choices for senior.

SUBJECT	STRONGLY RECOMMENDED	DESIRABLE
General Mathematics	Minimum C in Mathematics OR Minimum C in Extension Mathematics	Minimum B in Mathematics
Mathematical Methods	Minimum B in Mathematics OR Minimum C in Extension Mathematics	
Specialist Mathematics	Minimum B in Extension Mathematics **Must also select Mathematical Methods as a Companion subject**	
Essential Mathematics	Some level of study in Year 10 Mathematics	
English	Minimum B in English	
English Literature Extension (Year 12 only)	Minimum B standard in Year 11 General English. Students will be invited to participate in this class by the HOD English.	
Essential English	Nil	
Ancient History	Minimum B in English OR minimum B in History	
Modern History	Minimum B in English OR minimum B in History	
Geography	Minimum B in English AND C Mathematics OR minimum B in Geography	Minimum B in Mathematics
Tourism	Nil	
Social and Community Studies	Nil	
Legal Studies	Minimum B in English	Business and Legal Studies
Business	Minimum B in English	Business and Legal Studies
Information & Communication Technology	Nil	Digital Technologies
Cert III in Business	Nil	Business and Legal Studies
Cert II in Active Volunteering	Nil	
Certificate II in Engineering Pathways	Nil	Year 10 Industrial Technology subject
Certificate II in Furniture Making	Nil	Year 10 Industrial Technology subject
Certificate II in Automotive Vocational Preparation	Nil	Year 10 Industrial Technology subject
Design	Minimum B in English	Design

Early Childhood Studies	Nil	
Certificate II in Hospitality	Nil	Minimum C in Hospitality OR Fashion and Nutrition
Hospitality Practices	Nil	Year 10 Hospitality
Physical Education	Minimum B in English Year 10 HPE Extension	Minimum B in HPE
Sport and Recreation	Nil	Minimum C in HPE
Sport and Recreation (Volleyball Excellence Program)	Accepted into the Volleyball Excellence Program in year 10. Met the effort and behaviour expectations of the program in year 10.	Completed an EOI application if wanting to join the program.
Health	Minimum B in English Year 10 HPE Extension	Minimum B in HPE
Cert III in Fitness	Nil	
Biology	Minimum B in Core Science or C in Extension Science AND Minimum B in Core Maths or C in Extension Maths **recommended to study General Mathematics or Mathematical Methods as a Companion subject**	Science Extension elective (Living or Physical Science)
Chemistry	Minimum B in Core Science or C in Extension Science AND Minimum B in Core Maths or C in Extension Maths **recommended to study Mathematical Methods as a Companion subject**	Science Extension elective (Living or Physical Science)
Physics	Minimum B in Core Science or C in Extension Science AND Minimum B in Core Maths or C in Extension Maths **recommended to study Mathematical Methods as a Companion subject**	Science Extension elective (Living or Physical Science)
Psychology	Minimum B in Core Science or C in Extension Science AND Minimum B in Core Maths or C in Extension Maths **recommended to study General Mathematics or Mathematical Methods as a Companion subject**	Science Extension elective (Living or Physical Science)
Science in Practice	Nil	
Chinese	Minimum B in Year 10 Chinese	
Japanese	Minimum B in Year 10 Japanese	
Dance in Practice		Minimum C in Dance or private dance studio experience
Drama	Minimum B in Drama	Minimum B in English
Drama in Practice		Minimum C in Drama

Music	Minimum B in Music	Minimum B in English
Music Extension (Year 12 only)	Year 11 Music	
Music in Practice	Nil	Minimum C in Music
Visual Art	Minimum B in Visual Art	Minimum B in English
Certificate II in Visual Arts	Nil	Minimum C in Visual Art or Studio Art

The Senior Curriculum 2025/6

FACULTY	GENERAL SUBJECTS Count towards an ATAR	APPLIED or VET SUBJECTS
MATHEMATICS	General Mathematics Mathematical Methods Specialist Mathematics	<i>Essential Mathematics</i>
Mathematics Head of Department: Wayne Prout – wprou1@eq.edu.au		
ENGLISH	English English Literature Extension	<i>Essential English</i> <i>Short Course in Literacy</i>
English Head of Department: Tracey Goodrum – tgood6@eq.edu.au		
HUMANITIES	Ancient History Modern History Geography	<i>Tourism</i> <i>Social and Community Studies</i>
Humanities Head of Department: Katrina Makings – kmaki1 @eq.edu.au		
BUSINESS	Business Legal Studies	<i>Certificate III in Business (BSB30120)</i>
Business Head of Department: Anna Bench – aeben0@eq.edu.au		
TECHNOLOGIES	Design	<i>Hospitality Practices</i> <i>Building and Construction Skills</i> <i>Early Childhood Studies</i> <i>Information & Communication Technology</i> <i>Certificate II in Engineering Pathways (MEM20422)</i> <i>Certificate II in Hospitality (SIT20322)</i> <i>Certificate II in Automotive Vocational Preparation (AUR20720)</i> <i>Certificate II in Furniture Making (MSF20522)</i>
Design and Technologies Head of Department: Simon Flemming - spfle1@eq.edu.au		
HEALTH AND PHYSICAL EDUCATION	Physical Education Health	<i>Sport & Recreation</i> <i>Sport and Recreation – Volleyball Excellence</i> <i>Certificate III in Fitness (SIS30321)</i>
Health and Physical Education Head of Department: Natasha Galbraith – ngalb2@eq.edu.au		
SCIENCE	Biology Chemistry Physics Psychology	<i>Science in Practice</i>
Science Head of Department: Grant Nicol – gnico3@eq.edu.au		
INTERNATIONAL	Japanese Chinese	
International & Excellence Head of Department: Emily Baldry – ebald0@eq.edu.au		
THE ARTS	Drama Music Music Extension (Year 12) Visual Art	<i>Certificate II in Visual Arts (CUA20720)</i> <i>Dance in Practice</i> <i>Drama in Practice</i> <i>Music in Practice</i>
The Arts Head of Department: Robert Adamson – radam74@eq.edu.au		

NB: Please note that subjects may not proceed if there are insufficient numbers and in the case of Vocational Education (VET) subjects, changes to our Scope of Registration with Queensland Curriculum and Assessment Authority (QCAA) may occur. Some Certificates II, III, IV and Diploma's are provided by external RTOs and these incur additional fees.

Essential English

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

- use patterns and conventions of genres to suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to texts • Creating texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to texts • Creating texts 	Language that influences <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts

Assessment

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

Unit 1	Unit 2
Formative Internal Assessment 1 (FIA1): <ul style="list-style-type: none"> • Extended response -Multimodal Vlog about a workplace issue 	Formative Internal Assessment 3 (FIA3): <ul style="list-style-type: none"> • Extended response- Multimodal presentation
Formative Internal Assessment 2 (FIA2): <ul style="list-style-type: none"> • Exam – Short response examination 	Formative Internal Assessment 4 (FIA4): <ul style="list-style-type: none"> • Extended response- Written response

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

Summative assessments

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

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

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

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

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that

prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Recommended pre-learning

Strongly Recommended

Minimum B in English and approved by HOD English.

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.

Additional Information/Costs

Structure

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

Assessment

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

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

Unit 1	Unit 2
Formative Internal Assessment 2 (FIA2): <ul style="list-style-type: none"> • Extended response- persuasive spoken response (Hamlet) 	Formative Internal Assessment 3 (FIA3): <ul style="list-style-type: none"> • Examination- imaginative written response (Short story)
Formative Internal Assessment 1 (FIA1): <ul style="list-style-type: none"> • Extended response- written response for a public audience (Feature Article) 	Formative Internal Assessment 4 (FIA4): <ul style="list-style-type: none"> • Examination- analytical written response (Essay)

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Spoken persuasive response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Examination — extended response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Written response for a public audience 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — extended response 	25%

English & Literature Extension

General senior subject

General

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and should be read in conjunction with those syllabuses. To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.

By offering students the opportunity to specialise in the theorised study of literature, English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

In English & Literature Extension, students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks

Pathways

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of

fields, and can lead to a range of careers in areas where understanding social, cultural

and textual influences on ways of viewing

the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides

a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

Recommended pre-learning

Strongly Recommended

Minimum B in Year 11 General English.

Students will be invited to participate in this class by the HOD English.

Objectives

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

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

Structure

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

Unit 3	Unit 4
Ways of reading <ul style="list-style-type: none">• Readings and defences• Complex transformation and defence	Exploration and evaluation <ul style="list-style-type: none">• Extended academic research paper• Application of theory

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Extended response — reading and defence	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Extended response — academic research paper	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Extended response — complex transformation and defence	20%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — theorised exploration of unseen text	25%

Sport & Recreation

Applied senior subject

Applied

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

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

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

Active participation in sport and recreation activities is central to the learning in Sport &

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

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

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

Pathways

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

Recommended pre-learning

Desirable

Minimum C in HPE.

Objectives

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

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

Additional Information/Costs

Please note that students have the opportunity to attend a camp in Year 11 aligned to the Sport and Recreation curriculum. These will be invoiced at the time of the excursion.

Structure

Sport & Recreation is a four-unit course of study. This syllabus contains 12 QCAA-developed units as options for schools to select from to develop their course of study.

Unit 1	Unit 2	Unit 3	Unit 4
Coaching and officiating	<ul style="list-style-type: none"> Challenge in the outdoors <p><i>*Includes a camp that has costs associated</i></p>	Emerging Trends in sport, fitness and recreation	<ul style="list-style-type: none"> Training for Fitness

Assessment

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

Unit 1	Unit 2	Unit 3	Unit 4
<p>Project: Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in coaching (Spoken and written).</p>	<p>Project: Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in outdoor environment. Students will do this when preparing for camp and during camp. (Written and multimodal)</p>	<p>Project: Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation. (written and multimodal)</p>	<p>Project: Students investigate, plan, perform and evaluate fitness activities and strategies to enhance outcomes (Written and spoken)</p>
<p>Performance: Students plan, perform and evaluate activities and strategies to enhance outcomes in Oztag officiating</p>	<p>Performance: Students plan, perform and evaluate activities and strategies to enhance outcomes in outdoor environments. Students will participate in Orienteering courses as well as develop courses</p>	<p>Performance: Students plan, perform and evaluate activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation</p>	<p>Performance: Students plan, perform and evaluate fitness activities and strategies to enhance outcomes</p>

Physical Education

General senior subject

General

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

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

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students'

capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

Pathways

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

Recommended pre-learning

Strongly Recommended

- Minimum B in English
- Minimum B in HPE theoretical assessments

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.

Additional Information/Costs

- Senior Physical Education is quite different to Yr 7 – 10 Health & Physical Education and students should expect to be engaged with the theoretical aspects of this subject more so than the practical elements. Students will explore theoretical concepts which may then be applied in practical contexts however students should expect a larger proportion of this subject to be completed in the classroom.
- Senior Physical Education is an academically rigorous subject with a large workload. The Folio assessment instruments are multi modal in nature and thus require students to not only provide an academically rigorous written component but also a multimodal presentation that incorporates edited videos, data and images. As well as this, students are also required to submit a 2-3 minute video of their performance in particular sports as part of the Folio assessment. The dynamic nature of these assessment pieces results in a considerable workload and students should consider this before selecting this subject.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none"> • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity 	Sport psychology, equity and physical activity <ul style="list-style-type: none"> • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity 	Energy, fitness and training and physical activity <ul style="list-style-type: none"> • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

*Please note that Units may be done in an alternate order and won't necessarily be done in order shown above

Assessment

Schools devise assessments in Unit 1 and 2 to suit their local context. Units 1 and 2 contain two formative assessment tasks each. Students will also receive a result (A–E) at the completion of Unit 1 and also Unit 2.

Unit 1	Unit 2
Formative internal assessment - FIA1 25% <ul style="list-style-type: none"> • Investigation - report 	Formative internal assessment - FIA3 25% <ul style="list-style-type: none"> • Examination
Formative internal assessment - FIA2 25% <ul style="list-style-type: none"> • Project - Folio 	Formative internal assessment - FIA4 25% <ul style="list-style-type: none"> • Examination

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

Summative assessments

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

Volleyball Excellence

Applied senior subject (Applied Sport & Recreation syllabus)

Applied

The Volleyball Excellence Program will follow a tailored Applied Sport & Recreation program. The units selected focus on athlete development, which is different to the Sport & Recreation subject offered to all senior students. The Volleyball Excellence Program provides students with opportunities to learn in, through, and about volleyball and active recreation activities, examining their role in the lives of individuals and communities.

Active Participation and Learning

- Students actively participate in volleyball to identify and interpret information about activities and strategies. They obtain essential details and apply new learning to accomplish specific and authentic tasks. They use many sources of knowledge, including their own experiences, to validate their findings and bring together a range of views, practices, and related information.
- Students will outline details of action—what, who, when, where, and how—in the context of volleyball. They sort, analyse, and review information obtained through investigation to determine appropriate and purposeful activities and strategies. Students will participate in volleyball activities and implement strategies. Their activities and strategies are informed by investigation and planning.

- Students will make judgments based on criteria to assess outcomes, implications, and/or limitations of authentic volleyball activities and strategies and reflect on how outcomes could be enhanced or maintained. Students examine and assess what has happened, then consider how they applied decision-making and problem-solving strategies to enhance or maintain positive outcomes in authentic tasks.

Pathways

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

Recommended pre-learning

Strongly Recommended

- Year 10 Volleyball Excellence

Objectives

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

- Investigate and plan activities and strategies to enhance outcomes in different volleyball and recreation settings.
- Perform activities and strategies to enhance outcomes in different volleyball and recreation settings.
- Evaluate activities and strategies to enhance outcomes in different volleyball and recreation settings.

Additional Information/ Costs

The Volleyball Excellence program has an associated fee of \$100 per year. This cost is detailed in the Volleyball Excellence Player Handbook.

Structure

Sport and Recreation is flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Coaching and officiating 	<ul style="list-style-type: none"> Athlete Development and wellbeing 	<ul style="list-style-type: none"> Optimising Performance 	<ul style="list-style-type: none"> Event Management

Assessment

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

Unit 1	Unit 2	Unit 3	Unit 4
<p>Project: Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in coaching (Spoken and written).</p>	<p>Project: Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in Athlete development and Wellbeing. (Written and multimodal)</p>	<p>Project: Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes related to optimising performance. (written and multimodal)</p>	<p>Project: Students investigate, plan, perform and evaluate event management activities and strategies to enhance outcomes. (Written and spoken)</p>
<p>Performance: Students plan, perform and evaluate activities and strategies to enhance outcomes in Volleyball officiating</p>	<p>Performance: Students plan, perform and evaluate activities and strategies to enhance outcomes in Athlete development and wellbeing.</p>	<p>Performance: Students plan, perform and evaluate activities and strategies to enhance outcomes related to optimising their performance in volleyball game situations and skills.</p>	<p>Performance: Students plan, perform and evaluate a volleyball event. Students will manage an onsite volleyball competition.</p>

The Health syllabus 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. Embedded in Health is the Health inquiry model that provides the conceptual framework for this syllabus.

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Transport safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life course transition.

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 through health promotion.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health-educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills

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.

Recommended pre-learning

Strongly Recommended

- Minimum B in English
- Minimum B in HPE theoretical assessments
- Year 10 HPE extension

Objectives

- By the conclusion of the course of study, students will:
- recognise and describe information about health-related topics and issues
- comprehend and use the Health inquiry model
- analyse and interpret information to draw conclusions 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.

Additional Information/Costs

There are excursions/incursions related to this subject. Students will be invoiced as they occur.

Structure

1. Unit 1	2. Unit 2	3. Unit 3	4. Unit 4
Resilience as a personal health resource	Peers and family as resources for healthy living <i>Elective Topic:</i> <i>Alcohol and other drugs</i>	Community as a resource for healthy living <i>Elective Topic:</i> <i>Transport Safety</i>	Respectful Relationships in the post-schooling transition

Assessment

Schools devise assessments in Unit 1 and 2 to suit their local context. Units 1 and 2 contain two formative assessment tasks each. Students will also receive a result (A–E) at the completion of Unit 1 and also Unit 2.


Formative assessments

Unit 1	Unit 2
Formative internal assessment - FIA1 Analytical Exposition	Formative internal assessment - FIA3 Investigation – Action Research Project
Formative internal assessment - FIA2 Examination	Formative internal assessment - FIA4 Examination

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment - IA1 Investigation – Action Research Project	25%	Summative internal assessment - IA3 Investigation – analytical exposition	25%
Summative internal assessment - IA2 Examination – extended response	25%	Summative external assessment – EA Examination	25%

Please note: 

* Health Education is an academically rigorous subject with a large workload. This subject is not a pre-requisite for any Nursing courses as it addresses content from a public health perspective rather than a medical perspective.

Certificate III in Fitness (SIS30321)

RTO Provider: Binnacle Training (RTO no: 31319)

VET

Bray Park State High School engage Binnacle Training to deliver the Certificate III in Fitness. Binnacle Training is an RTO (Registered Training Organisation) that provide all course materials as well as assessments. Our qualified Bray Park State High School staff then deliver the program contents and mark the assessments in collaboration with Binnacle Training.

Binnacle Training set the course fees and students who select this course are invoiced accordingly.

HOW DOES IT WORK

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

Students facilitate programs within their school community including:

- › Community fitness programs
- › Strength and conditioning for athletes and teams
- › 1-on-1 and group fitness sessions with male adults, female adults and older adult clients

WHAT DO STUDENTS ACHIEVE?

- › SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- › The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- › Community Coaching - Essential Skills Course (non-accredited), issued by [Australian Sports Commission](#)
- › A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.
- › Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

CAREER PATHWAYS



SKILLS ACQUIRED

- › Client screening and health assessment
- › Planning and instructing fitness programs
- › Deliver 1-on-1 and group fitness programs
- › Exercise science and nutrition
- › Anatomy and physiology

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

TERM 1	TOPICS
	<ul style="list-style-type: none"> › Introduction to the Sport, Fitness and Recreation (SFR) Industry › Introduction to Coaching Programs
	PROGRAMS
	<ul style="list-style-type: none"> › Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions › SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions
TERM 2	TOPICS
	<ul style="list-style-type: none"> › Introduction to Community Programs › Introduction to Conditioning Programs
	PROGRAMS
	<ul style="list-style-type: none"> › Community SFR Program: Assist with Delivering Community SFR Sessions › Conditioning Program: Participate in Conditioning Sessions
TERM 3	TOPICS
	<ul style="list-style-type: none"> › Working in the SFR Industry › Providing Quality Service in the SFR Industry
	PROGRAMS
	<ul style="list-style-type: none"> › Group Conditioning Program: Plan and Deliver Group Conditioning Sessions › One-on-one Cardio Program: Plan and Deliver a Cardio Program
TERM 4	TOPICS
	<ul style="list-style-type: none"> › Anatomy and Physiology - The Musculoskeletal System › First Aid Course: HLTAID011 Provide First Aid
	PROGRAMS
	<ul style="list-style-type: none"> › Recreational Group Exercise Program
TERM 5	TOPICS
	<ul style="list-style-type: none"> › Anatomy and Physiology › Health and Nutrition Consultations
	PROGRAMS
	<ul style="list-style-type: none"> › One-on-One Gym Program: Adolescent Client › Conduct Consultations with a Client (Peer) › Plan and Conduct Sessions (Scenario Clients)
TERM 6	TOPICS
	<ul style="list-style-type: none"> › Screening and Health Assessments › Specific Population Clients › Older Clients
	PROGRAMS
	<ul style="list-style-type: none"> › Fitness Orientation Program: Client Orientation › Gentle Exercise Program: Participate in Gentle Exercise Sessions › Mobility Program: Plan and Instruct Mobility Sessions
TERM 7	TOPICS
	<ul style="list-style-type: none"> › Older Clients › Specific Populations
	PROGRAMS
	<p>Group Exercise and Gym-based One-on-One Sessions:</p> <ul style="list-style-type: none"> › Female and Male Adults aged 18+; and › Older adults aged 55+

UNITS OF COMPETENCY			
HLTAID011	Provide First Aid	SISFFIT035	Plan group exercise sessions
HLTWHS001	Participate in workplace health and safety	SISFFIT036	Instruct group exercise sessions
SISXEMR001	Respond to emergency situations	SISFFIT032	Complete pre-exercise screening and service orientation
SISXIND011	Maintain sport, fitness and recreation industry knowledge	SISFFIT033	Complete client fitness assessments
SISCCS004	Provide quality service	SISFFIT052	Provide healthy eating information
BSBSUS211	Participate in sustainable work practices	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
BSBOPS304	Deliver and monitor a service to customers	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
BSBPEF301	Organise personal work priorities		

Please note this 2025 Course Schedule is current at the time of publishing and should be used as a guide only. This document 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 as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto

Subject Fee

This course is provided by an external provider Binnacle. Students will be invoiced if they are unable to access VETiS funding. Please check with Middle School or Senior School HOD.

Social & Community Studies

Applied senior subject

Applied

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

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

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and

networks, and to be active and informed citizens.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

Pathways

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

Objectives

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

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

Additional Information/Costs

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Lifestyle and financial Choices	Legal and digital Citizenship	Arts and identity	Healthy choices for mind and body

Assessment

For Social & Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result.

Unit 1	Unit 2	Unit 3	Unit 4
Project – Contemporary lifestyles eg fast fashion	Extended response - Law matters, legal issue that is relevant to young Australians	Project - Arts and the community	Project – Recreation and leisure
Extended response - Money Management	Project – Digital Technology and Wellbeing	Investigation – Identity (personal or communal)	Investigation – Food and Nutrition

Tourism

Applied senior subject

Applied

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Additional Information/Costs

This course includes mandatory excursions, one in year 11 and one in year 12. These incur a cost and will be invoiced at the time of the excursion.

Structure

The Tourism course is designed around interrelated core topics and electives which may be studied in any order.

Unit 1	Unit 2	Unit 3	Unit 4
Tourism and travel	Tourism marketing	Tourism trends and patterns	Tourism industry and careers

Assessment

- For Tourism, assessment from Units 3 and 4 is used to determine the student's exit result.

Unit 1	Unit 2	Unit 3	Unit 4
Investigation – Impacts of tourism	Investigation - Marketing	Investigation – Tourism trends	Investigation – value of the tourism industry
Project – Traveller Information Package	Project – Tourism promotion	Project – Sustainable tour guide	Project – Careers in tourism

Ancient History

General senior subject

General

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

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments.

Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

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.

Recommended pre-learning Strongly Recommended

Minimum B in English OR B in History

Objectives

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

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

Additional Information/Costs

There are possible excursions to the state library or museum that will incur a cost. Students will be invoiced at the time of excursion.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world <ul style="list-style-type: none"> • Digging up the past—investigating archaeological sites • Features of Ancient Societies eg Ancient Egyptian – Beliefs, rituals and funerary practices 	Personalities in their time <ul style="list-style-type: none"> • Alexander the Great • Hatshepsut 	Reconstructing the ancient world <ul style="list-style-type: none"> • Fifth Century Athens (BCE) • Pompeii and Herculaneum 	People, power and authority <ul style="list-style-type: none"> • Ancient Rome — Civil War and the breakdown of the Republic <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> • Julius Caesar • Cleopatra

Assessment

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

Unit 1	Unit 2
<ul style="list-style-type: none"> • Examination — short responses to historical sources 	<ul style="list-style-type: none"> • Investigation — historical essay based on research
<ul style="list-style-type: none"> • Investigation — independent source investigation 	<ul style="list-style-type: none"> • Examination — essay in response to historical sources

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

Summative assessments

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

Business

General senior subject

General

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

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

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

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned

by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

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

Pathways

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

Recommended pre-learning

Strongly Recommended

Minimum B in English

Desirable

Business and Legal Studies

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.

Additional Information/Costs

There are possible excursions aligned to the curriculum that will incur a cost. Students will be invoiced as they occur.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation <ul style="list-style-type: none"> • Fundamentals of business • Creation of business ideas 	Business growth <ul style="list-style-type: none"> • Establishment of a business • Entering markets 	Business diversification <ul style="list-style-type: none"> • Competitive markets • Strategic development 	Business evolution <ul style="list-style-type: none"> • Repositioning a business • Transformation of a business

Assessment

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

Unit 1	Unit 2
Formative Internal Assessment 1 (FIA1) <ul style="list-style-type: none"> • Combination Response Exam 	Formative Internal Assessment 3 (FIA3) <ul style="list-style-type: none"> • Business Report
Formative Internal Assessment 2 (FIA2) <ul style="list-style-type: none"> • Feasibility Report 	

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination — combination response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Feasibility report 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Business report 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — combination response 	25%

Certificate III in Business (BSB30120)

RTO Provider – Bray Park SHS (RTO no: 30237)

VET

Certificate III in Business focuses on the development of procedural, clerical, administrative and operational skills that are required in the workplace.

- Deliver and monitor a service to customers including process customer service

Pathways

A Certificate III 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 should:

- Apply critical thinking skills
- Assist with maintaining workplace safety
- Participate in sustainable wellbeing in the workplace
- Engage in workplace communications
- Support personal wellbeing in the workplace
- Use inclusive work practices
- Use digital technologies to communicate in a workplace
- Organise personal work priorities
- Write simple business documents including spreadsheets and presentations

Pre Learning

Desirable

Business and Legal Studies

Additional Information/Costs

Students are offered the opportunity to study Business VET at Certificate III level. This course contributes up to eight (8) credit points towards QCE if successfully completed.

Achievement of Certificate III in Business in combination with results in General subjects, can contribute to the calculation of a student's Australian Tertiary Admission Rank (ATAR) if eligible.

Resource requirements

- Bring your own Device - ICT access for VET students is critical to the completion of this course.



Structure

To be awarded the BSB30120 Certificate III in Business, competency must be achieved in thirteen (13) units of competency consisting of six (6) core units of competency seven (7) elective units of competency.

Unit Code	Unit Title	Core/Elective
BSBCRT311	Apply critical thinking skills in a team environment	Core
BSBWHS311	Assist with maintaining workplace safety	Core
BSBSUS211	Participate in sustainable work practices	Core
BSBXCM301	Engage in workplace communication	Core
BSBPEF201	Support personal wellbeing in the workplace	Core
BSBTWK301	Use inclusive work practices	Core
BSBTEC202	Use digital technologies to communicate in a workplace	Electives
BSBTEC302	Design and produce spreadsheets	Electives
BSBPEF301	Organise personal work priorities	Electives
BSBTEC303	Create electronic presentations	Electives
BSBWRT311	Write simple documents	Electives
BSBOPS305	Process customer complaints	Electives
BSBOPS304	Deliver and monitor a service to customers	Electives

Assessment

Students will have both theoretical and practical assessments throughout the course. Practical assessments will include demonstration of the technical and practical application of knowledge, for a range of different industry relevant applications.

Geography

General senior subject

General

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

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

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

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable

places, managing land cover transformations and planning for population change.

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

Pathways

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

Recommended pre-learning

Strongly Recommended

Minimum B in English and C in Mathematics
OR minimum B in Geography

Desirable

Minimum B in Mathematics

Objectives

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

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

Additional Information/Costs

Geography has a mandatory excursion each year which incur a cost. Students will be invoiced at the time of the excursion.

Structure

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

Assessment

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

Unit 1	Unit 2
<ul style="list-style-type: none"> • Examination — combination response 	<ul style="list-style-type: none"> • Examination — combination response
<ul style="list-style-type: none"> • Investigation — data report 	<ul style="list-style-type: none"> • Investigation — field report

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination — combination response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Investigation — data report 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Investigation — field report 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — combination response 	25%

Legal Studies

General senior subject

General

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse

legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

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.

Recommended pre-learning

Strongly Recommended

Minimum B in English

Desirable

Business and Legal Studies

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 to suit the intended purpose

Additional Information/costs:

Students may undertake some field trips that will incur transport costs.

Structure

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

Unit 1	Unit 2
Formative Internal Assessment 1 (FIA1) <ul style="list-style-type: none"> • Combination Response Exam 	Formative Internal Assessment 3 (FIA3) <ul style="list-style-type: none"> • Analytical Essay
Formative Internal Assessment 2 (FIA2) <ul style="list-style-type: none"> • Inquiry Report 	

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination — combination response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Investigation — analytical essay 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Investigation — inquiry report 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — combination response 	25%

Modern History

General senior subject

General

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

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

and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Recommended pre-learning

Strongly Recommended

Minimum B in English OR minimum B in History

Objectives

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

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

Additional Information/costs

There are possible excursions to the State Library or a Museum visit that will incur a cost. Students will be invoiced at time of excursion.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> French Revolution, 1789–1799 Australian Frontier Wars 1788–1930s 	Movements in the modern world <ul style="list-style-type: none"> Anti-apartheid movement in South Africa, 1948 – 1991 Alternative Topic – Peace-keeping Movements since 1945 	National experiences in the modern world <ul style="list-style-type: none"> Germany, 1914–1945 China, 1931–1976 	International experiences in the modern world <ul style="list-style-type: none"> Australian engagement with Asia since 1945 – Australia’s involvement in the Vietnam War QCAA will nominate one topic that will be the basis for an external examination from: <ul style="list-style-type: none"> Mass migrations since 1848 (California Gold Rush begins) - Migration from Asia to Australia, 1960s–1990s OR Cold War and its aftermath, 1945–2014 -Reasons for the end of the Soviet Union, 1980s–1990s

Assessment

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

Unit 1	Unit 2
<ul style="list-style-type: none"> Examination — short responses to historical sources 	<ul style="list-style-type: none"> Investigation — historical essay based on research
<ul style="list-style-type: none"> Investigation — independent source investigation 	<ul style="list-style-type: none"> Examination — essay in response to historical sources

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

Summative assessments

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

Japanese

General senior subject

General

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Japanese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use

language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as Japanese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

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.

Recommended pre-learning

Strongly Recommended

Minimum B in Year 10 Japanese

Objectives

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

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of Japanese to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Japanese

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	私達のまわり Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Japanese culture to the world 	私達の社会 Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	私の将来 My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

Unit 1	Unit 2
Formative Internal assessment FI1 <ul style="list-style-type: none"> • Examination – short response 	Formative Internal assessment FI3 <ul style="list-style-type: none"> • Prepared presentation
Formative Internal assessment FI2 <ul style="list-style-type: none"> • Examination – combination response 	Formative Internal assessment FI4 <ul style="list-style-type: none"> • Examination – combination response

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination — short response 	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response 	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Examination — combination response 	30%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — combination response 	25%

Essential Mathematics

Applied senior subject

Applied

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

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems.

Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Pathways

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

Recommended pre-learning

Some study of mathematics at Year 10 level.

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

Additional Information/Costs

A Scientific Calculator with statistical functions is essential.

Structure

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

Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none">• Problem-solving and modelling task	Formative internal assessment 1 (FA3): <ul style="list-style-type: none">• Problem-solving and modelling task
Formative internal assessment (FA2): <ul style="list-style-type: none">• Examination	Formative internal assessment (FA4): <ul style="list-style-type: none">• Examination

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

Summative assessments

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

General Mathematics

General senior subject

General

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

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability

to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and

transferring their knowledge, they develop a mathematical mindset.

Pathways

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

Recommended pre-learning

Strongly Recommended

Minimum C in Core or Extension Mathematics

Desirable Minimum B in Core Mathematics

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.

Additional Information/costs

Structure

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

Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> • Problem-solving and modelling task 	Formative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Examination
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> • Examination 	

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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			

Mathematical Methods

General senior subject

General

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

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

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

unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will 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. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

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..

Recommended pre-learning

Strongly Recommended

Minimum B in Core or C in Extension Mathematics.

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

Objectives

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

- recall mathematical knowledge

Additional Information/costs

Structure

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

Assessment

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

Unit 1	Unit 2
<p>Formative internal assessment 1 (FA1):</p> <ul style="list-style-type: none"> • Problem-solving and modelling task 	<p>Formative internal assessment 3 (FA3):</p> <ul style="list-style-type: none"> • Examination
<p>Formative internal assessment 2 (FA2):</p> <ul style="list-style-type: none"> • Examination 	

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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			

Specialist Mathematics

General senior subject

General

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

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems.

Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

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.

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.

Recommended pre-learning

Strongly Recommended

Minimum B in Extension Mathematics

Companion Subject

Must also study Mathematical Methods

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

Objectives

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

Structure

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

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

Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> • Problem-solving and modelling task 	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> • Examination
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> • Examination 	

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

Summative assessments

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

Science in Practice

Applied senior subject

Applied

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

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

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

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. They learn to communicate effectively and efficiently by manipulating appropriate language,

terminology, symbols and diagrams associated with scientific communication.

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

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

Pathways

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

Objectives

By the conclusion of the course of study students should:

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

Additional Information/Costs

Year 11 and 12 have mandatory excursions that incur a separate cost. Students will be invoiced at time of excursion

Structure

*Disclaimer: this is based on 2024 updates. These may change based on 2025 updates

Unit 1	Unit 2	Unit 3	Unit 4
Forensic Science - techniques - crime scenes	Consumer Science - Products - Microbes in foods - advertisements	Ecology - mangroves - water management - fisheries	Sustainability - energy - resources

Assessment

For Science in Practice, assessment from Units 3 and 4 is used to determine the student's exit result.

Unit 1	Unit 2	Unit 3	Unit 4
Investigation: Forensic Science – case study research task (written response)	Investigation: Consumer Science – comparing product quality through experimentation (written response)	Investigation: Ecology - sustainable catch research task (written response)	Investigation: Sustainability – mining process and sustainable future report (written response)
Project: Forensic Science – performance of a technique – solve a crime (performance and written components)	Project: Consumer Science – performance of a technique - Making camembert cheese (performance and written response)	Project: Ecology – water management scenario response (product and written response)	Project: Sustainability - passive house design experiment report (product and written response)

Biology

General senior subject

General

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

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

Biology aims to develop students':

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

quantitative data and the interpretation of evidence

- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Recommended pre-learning

Strongly Recommended

Minimum B in Core Science OR C in Extension Science AND

Minimum B in Core Mathematics OR C in Extension Mathematics

Desirable

Science Extension elective (Living or Physical Science)

Companion Subject

It is strongly recommended to study General Mathematics or Mathematical Methods in senior.

Objectives

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

- describe ideas and findings
- apply understanding

- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena

Additional Information/Costs

Year 11 includes mandatory excursions that incurs a separate cost. Students will be invoiced at the time of the excursion.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none"> • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology 	Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis — thermoregulation and osmoregulation • Infectious disease and epidemiology 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> • Describing biodiversity and populations • Functioning ecosystems and succession 	Heredity and continuity of life <ul style="list-style-type: none"> • Genetics and heredity • Continuity of life on Earth

Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Data test 	Formative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Research investigation
Formative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Student experiment 	Formative external assessment (EA): <ul style="list-style-type: none"> • Examination

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Data test 	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Research investigation 	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Student experiment 	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 			

Chemistry

General senior subject

General

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

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
 - understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
 - understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
 - appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
 - expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
 - ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Pathways

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

Recommended pre-learning

Strongly Recommended

Minimum B in Core Science OR C in Extension Science AND

Minimum B in Core Mathematics OR C in Extension Mathematics

Desirable

Science Extension elective (Living or Physical Science)

Companion Subject

It is strongly recommended to study General Mathematics or Mathematical Methods in senior.

Objectives

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

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

Additional Information/Costs

NIL

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions <ul style="list-style-type: none">• Properties and structure of atoms• Properties and structure of materials• Chemical reactions — reactants, products and energy change	Molecular interactions and reactions <ul style="list-style-type: none">• Intermolecular forces and gases• Aqueous solutions and acidity• Rates of chemical reactions	Equilibrium, acids and redox reactions <ul style="list-style-type: none">• Chemical equilibrium systems• Oxidation and reduction	Structure, synthesis and design <ul style="list-style-type: none">• Properties and structure of organic materials• Chemical synthesis and design

Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	Formative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation
Formative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	Formative external assessment (EA): <ul style="list-style-type: none">• Examination

In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

Physics

General senior subject

General

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

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

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues

- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims

Recommended pre-learning

Strongly Recommended

Minimum B in Core Science OR C in Extension Science AND
Minimum B in Core Mathematics OR C in Extension Mathematics

Desirable

Science Extension elective (Living or Physical Science)

Companion Subject

It is strongly recommended students study Mathematical Methods in senior.

Pathways

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

Objectives

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

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

Additional Information/Costs

Year 11 has a mandatory excursion that incurs a separate cost. Students will be invoiced at the time of excursion.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model

Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Data test 	Formative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Research investigation
Formative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Student experiment 	Formative external assessment (EA): <ul style="list-style-type: none"> • Examination

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Data test 	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Research investigation 	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Student experiment 	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 			

Psychology

General senior subject

General

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

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and

conclusions using appropriate representations, modes and genres.

Pathways

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

Recommended pre-learning

Strongly Recommended

Minimum B in Core Science OR C in Extension Science AND

Minimum B in Core Mathematics OR C in Extension Mathematics

Desirable

Science Extension elective (Living or Physical Science)

Companion Subject

It is strongly recommended for students to study General Mathematics or Mathematical Methods in senior.

Objectives

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

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

Additional Information/Costs

Year 11 and 12 have mandatory excursions that incur a separate cost. Students will be invoiced at the time of the excursion.

Structure

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

Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Data test 	Formative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Student experiment
Formative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Research investigation 	Formative external assessment (EA): <ul style="list-style-type: none"> • Examination

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Data test 	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Research investigation 	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Student experiment 	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 			

Early Childhood Studies

Applied senior subject

Applied

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

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

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

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

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early

childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

Pathways

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

Recommended

Desirable

Minimum C in English

Objectives

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

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

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

Additional Information/Costs

Students will be required to undertake some off-site and on-site activities and/or excursions **which will be billed separately to the subject cost.**

This may include visiting a childcare centre or providing activities for Under 8s Day at local primary schools

Structure

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

Unit option	Unit title
Unit option A	Play and creativity
Unit option B	Literacy and numerary
Unit option C	Children's development
Unit option D	Children's wellbeing
Unit option E	Indoor and outdoor environments
Unit option F	The early education and care sector

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Early Childhood Studies are:

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

Hospitality Practices

Applied senior subject

Cost: Cooking ingredients approximately \$10 per week with staple ingredients from home.

Applied

The Hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisations.

Additional Information/Costs

- Students are required to supply their own ingredients for practicals – approximately \$10 a week with staple ingredients from home. * approximate costs based on 2024 costings. Subject to change.
- Students will need to wear leather shoes for practical lessons for safety reasons. Leather shoes are part of the normal school uniform policy.
- As part of the course, students will be offered the opportunity to complete a Provide Responsible Service of Alcohol (RSA) and Provide Responsible Gambling Services (RSG) certificates. This is an additional cost that the student will have to pay for. Student will be invoiced separately for this.
- **Note: The subject can not be done in conjunction with Cert II in Hospitality. Students will only be able to do one or the other.**

Structure

Hospitality Practices is a four-unit course of study.

Unit Option	Unit Title
Unit Option D	Casual dining
Unit Option B	Bar and barista basics
Unit Option E	Formal dining
Unit Option A	Culinary trends

Assessment

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

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

Building & Construction Skills

Applied senior subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian building and construction industries to construct structures. The building and construction industry transforms raw materials into structures wanted by society. This adds value for both enterprises and consumers. Australia has strong building and construction industries that continue to provide employment opportunities.

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and civil construction industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical

production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes and organise, calculate, plan, evaluate and adapt production processes and the structures they construct. The majority of learning is done through construction tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

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

Objectives

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

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

Additional Information/Costs

- All students must wear **steel toed boots** in accordance with Workplace Health and Safety Policy. **Note that students must change into and out of their Boots for the lesson and are not to wear them at other times during the day.**

- Protective equipment such as safety glasses and ear protection will be supplied by the

school. Students may purchase their own PPE for use in the Workshop.

Work Placement

Work placement is not required however students can complete work placement during their two-year course of study. This placement will enhance students' readiness for work and assist them to obtain School-Based Traineeships or Apprenticeships.

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when constructing a site preparation and foundation structure and reflect on industry practices, and production skills and procedures.	<p>Practical demonstration of site preparation and foundations</p> <p>Practical demonstration: the skills and procedures used in 3–5 production processes</p> <p>Documentation</p> <p>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</p>
Project	Students construct a site preparation structure and document the construction process.	<p>Site preparation and foundations structure</p> <p>Structure: 1 site preparation and foundations structure constructed using the skills and procedures in 5–7 production processes</p> <p>Construction process</p> <p>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>

Certificate II in Furniture Making (MSF20313)

RTO Provider – Bray Park SHS (RTO Code: 30237)

VET

Certificate II in Furniture Making focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

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

Pathways

This qualification 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

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

- demonstrate fundamental production skills

- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- plan and adapt production processes
- create products from specifications.

Pre-Learning

Desirable

Year 10 Industrial Technology subject

Additional Information/Costs

- All students must wear **correct footwear (solid uppers)** in the workshop as per the School's Uniform Policy. Black, leather or vinyl shoes must be worn. (If boiling water would pour through fabric, they are not safe.) Protective equipment such as safety glasses and ear protection will be supplied by the school. Students may purchase their own PPE for use in the Workshop.

Work Placement

Work placement is not required however students can complete work placement during their two-year course of study. This placement will enhance students' readiness for work and assist them to obtain School-Based Traineeships or Apprenticeships.

Structure

To be awarded the MSF20313 Certificate II in Furniture Making, competency must be achieved in **thirteen (13)** units of competency consisting of **five (5)** core units of competency **seven (7)** elective units of competency.

Unit Code	Unit Title	Core/Elective
MSFFP2020	Undertake a basic furniture making project	Core
MSFFP2017	Develop a career plan for the furnishing industry	Core
MSFGN2001	Make measurements and calculations	Core
MSMENV272	Participate in environmentally sustainable work practices	Core
MSMPCI103	Demonstrate care and apply safe practices at work	Core
MSFFM2013	Use furniture making hand and power tools	Elective
MSFFP2014	Use basic finishing techniques on timber surfaces	Elective
MSFFM2014	Select and apply hardware	Elective
MSFFP2015	Use basic upholstery techniques	Elective
MSFFP2012	Join furnishing materials	Elective
MSFFP2011	Use timber furnishing construction techniques	Elective
MSMPCI101	Adapt to work industry	Elective

NOTE: Units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.

Assessment

Students will have both theoretical and practical assessments throughout the course. Practical assessments will include demonstration of the technical and practical application of knowledge, for a range of different industry relevant applications.



Certificate II in Hospitality (SIT20322)

RTO Provider – Bray Park SHS (RTO No: 30237)

VET

Studying Hospitality gives students skills and abilities to make them readily employable in the diverse Hospitality Industry. Immediate benefits are in students being confident to start part-time work while still being at school. Traineeships are also available while still studying at school.

Pathways

Students can continue to study Certificate III at TAFE or Bachelor degree in Hospitality at University. They enter a career in Hospitality with a qualification, experience and confidence.

Objectives

By the conclusion of the course of study, students should receive their Certificate II in Hospitality, be confident in their cooking and serving skills and demonstrate excellent communication and problem-solving skills. .

Pre-Learning

Desirable

Minimum C in Hospitality OR Fashion and Nutrition

Work Placement

It is mandatory for the completion of the Certificate II in Hospitality for students to complete at least **two (2) week long blocks or 10 days** of work placement in the Hospitality field during their two-year course of study. This experience will also enhance student's readiness for work and assist them to obtain School-Based Traineeships or Apprenticeships

Additional Information/Costs

- Students are required to supply their own ingredients for practicals.
- Practical cooking is to be brought each week by the student, unless functions or other arrangements are made. Aprons and tea-towels must be brought each week to meet health and safety regulations.
- Enclosed leather shoes, as per the School's Uniform Policy are mandatory to meet Workplace Health and Safety laws and the school rules.
- Several times across the two-year course, students will be required to prepare for and attend functions out of school hours. Notice will be provided in advance.
- **Note: The subject cannot be done in conjunction with Hospitality Practices. Students will only be able to choose one or the other.**

Structure

To be awarded the Certificate II in Hospitality, competency must be achieved in **twelve (12)** units of competency consisting of **six (6)** core units of competency **six (6)** elective units of competency.

Unit Code	Unit Title	Core/Elective
BSBTWK201	Work effectively with others	Core Unit
SITXWHS005	Participate in safe work practices	Core Unit
SITHIND006	Source and use information on the hospitality industry	Core Unit
SITXCOM007	Show social and cultural sensitivity	Core Unit
SITXCCS011	Interact with customers	Core Unit
SITHIND007	Use hospitality skills effectively	Core Unit
SITXFSA005	Use hygienic practices for food safety	Group A
TLIE0009	Carry out basic workplace calculations	Group B
SITHCCC025	Prepare and present sandwiches	Group B
SITHCCC024	Prepare and present simple dishes	Group B
SITHFAB024	Prepare and serve non-alcoholic beverages	Group B
SITXCOM006	Source and present information	Group B

NOTE: Units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.

Assessment

Students will have both theoretical and practical assessments throughout the course. Practical assessments will include demonstration of the technical and practical application of knowledge, for a range of different industry relevant applications.



Certificate II in Automotive Vocational Preparation (AUR20720)

RTO Provider – Bray Park SHS (RTO No: 30237)

VET

The Automotive industry encompasses a broad range of employment opportunities. Currently in Queensland, employment opportunities are high for the Automotive Industry and this is particularly evident in the Pine Rivers Shire.

Students are able to obtain Certificate II in Automotive Vocational Preparation if successful in completing all required competencies.

Pathways

Students can expect to go into the Automotive industry with practical experience in small engines and car maintenance. Knowledge of workplace practices, including environmental sustainability, communication and problem solving are a bonus for students wanting to work with all machinery. The Certificate II means that your student can progress to TAFE and start at the Certificate III level or use their nationally recognised qualification to enter the workforce.

Pre-Learning

Desirable

Year 10 Industrial Technology subject

Objectives

By the conclusion of the course of study, students should be confident in maintaining car servicing and applying mechanical car servicing and applying mechanical

Additional Information

- All students must wear **correct footwear (solid uppers)** in the workshop as per the School's Uniform Policy. Black leather or vinyl shoes must be worn. (If boiling water would pour through fabric, they are not safe.)
- Protective equipment such as face shields and ear protection will be supplied by the school. The purchase of personal protective equipment such as safety glasses and ear muffs would be of benefit to the student.
- A shirt or overalls to cover formal uniforms would be a benefit.
- Work Placement is not a mandatory part of this course as a simulated work environment meets this criteria.

Structure

To be awarded the Certificate II in Automotive Vocational Preparation, competency must be achieved in **twelve (12)** units of competency consisting of **seven (7)** core units of competency **five (5)** elective units of competency.

Unit Code	Unit Title	Core/Elective
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace	Core
AURASA102	Follow safe working practices in an automotive workplace	Core
AURETR103	Identify automotive electrical systems and components	Core
AURLTA101	Identify automotive mechanical systems and components	Core
AURTTK102	Use and maintain tools and equipment in an automotive workplace	Core
AURAF A103	Communicate effectively in an automotive workplace	Core
AURAF A104	Resolve routine problems in an automotive workplace	Core
AURTTA127	Carry out basic vehicle servicing operations	Elective
AURTTA003	Use and maintain basic mechanical measuring devices	Elective
AURTTA105	Select and use bearings, seals, gaskets, sealants and adhesives	Elective
AURLTJ102	Remove, inspect, repair and refit light vehicle tyres and tubes	Elective
AURTTJ011	Balance wheels and tyres	Elective

NOTE: Units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.

Assessment

Students will have both theoretical and practical assessments throughout the course. Practical assessments will include demonstration of the technical and practical application of knowledge, for a range of different industry relevant applications.



Certificate II in Engineering Pathways (MEM20422)

RTO Provider – Blue Dog Training (RTO Code: 31193)

VET
Qualification

Registered Training Organisation (RTO):

Blue Dog Training (RTO Code: 31193)

www.bluedogtraining.com.au

07 3166 3960

QCE Points: 4

Description

The qualification MEM20422 provides students with an introduction to an engineering or related working environment.

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.

Typically 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.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld some metal together. Similarly with machining, the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs to be done in a safe manner for each learner and those around them.

Eligibility - Cost

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200.

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

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training are responsible for all training and assessment.

Core

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices

Elective

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 re-assemble engineering mechanisms

NOTE: * Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

Additional Information

All students are required to participate in safety training through OnGuard Machine Safety Training Online before accessing equipment in the workshop. This includes teacher demonstration and training and is a minimum requirement to participate in this practical area.

All students must wear correct footwear with impervious uppers (shoes that do not allowing fluid to pass through) in the workshop, as per the school uniform rules. Protective equipment such as face shields and ear protection will be supplied by the school. The purchase of personal protective equipment such as safety glasses and ear muffs would be of benefit to the student, but there is a supply of these in the workshops. A long sleeve cotton drill shirt or overalls to cover school uniform would be a benefit.

Additional Information/Costs

Free - If using VETiS funding through Blue Dog Training.

\$1200* if not eligible for VETiS funding for the 2-year course – payable to BlueDog Institute

* Approximate costs based on 2024 costings. Subject to change.

Approval for advertising granted.

Design

General senior subject

General

The Design subject focuses on the application of design thinking to envisage creative products, services and environments. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking approaches that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit innovative ideas.

In Unit 1, students will learn about and experience designing in the context of stakeholder-centred design. They will be introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they respond to the needs and wants of a particular person. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will explore design opportunities and design to improve economic, social and ecological sustainability.

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. Students communicate design proposals to suit different audiences.

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will

understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Pathways

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

Recommended pre-learning

Strongly Recommended

Minimum B in English

Desirable

Minimum C in Design

Objectives

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

- describe design problems and design criteria

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

conventions for particular purposes and contexts.

Additional Information/Costs

- Excursions may incur a cost and students will be invoiced at time of excursion.

Structure

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

Assessment

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

Unit 1 - Design in Practice	Unit 2 - Commercial Design
Formative Internal Assessment 1: <ul style="list-style-type: none"> • Examination — design challenge 	Formative Internal Assessment 3: <ul style="list-style-type: none"> • Examination — design challenge
Formative Internal Assessment 2: <ul style="list-style-type: none"> • Project 	Formative Internal Assessment 4: <ul style="list-style-type: none"> • Project

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination — design challenge 	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Project 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Project 	35%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — design challenge 	25%

Certificate III in Information Technology

VET

Please contact the faculty HOD for details.

EXPRESSION OF INTEREST (Certificate under consideration for 2025 subject to QCAA approval)

Embark on a dynamic journey into the world of technology with the ICT30120 - Certificate III in Information Technology. This comprehensive course provides essential skills and knowledge across a broad range of IT areas. You'll delve into practical and theoretical aspects of IT, including networking, cybersecurity, programming, and technical support.

This qualification reflects the role of individuals who are competent in various Information and Communications Technology (ICT) roles, including animation, basic cloud computing, basic cyber awareness, digital media skills, generalist IT support services, networking, programming, systems, and web development. Individuals working in these fields apply broad sets of skills, including foundational knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, policies, people, and clients in diverse work contexts.

Through hands-on projects and real-world scenarios, you'll gain valuable experience and confidence to pursue a career in the ever-evolving tech industry. Whether you're aiming for an entry-level IT role or preparing for further studies, this certificate equips you with the foundation needed for success in the digital age. Join us and turn your passion for technology into a promising future!

Pathways

This qualification can establish a basis for further education and employment in the

IT 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

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

- Have a broad understanding of the Information Technology industry
- Be familiar with systems and ways of working
- Understand key roles in IT administration
- Maintain and repair software and hardware
- Understand basic coding and scripts

Pre-Learning

Desirable

Year 10 Digital Technologies

Additional Information/Costs

For more information, please see HOD Technologies

Structure - TBD



Dance in Practice

Applied senior subject

Applied

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

Dance is a unique art form and a powerful medium for communication that uses movement as a means of personal expression. It affects a wide range of human activities, including personal, social, cultural, health, artistic and entertainment pursuits. Dance is a growing art form that reflects Australia's cultural diversity while also allowing students to engage with established and progressive worldwide dance genres and styles. In Dance in Practice, students actively engage in dance in school and community contexts. Students are provided with opportunities to experience and build their understanding of the role of dance in and across communities. Where possible, students interact with practising performers, choreographers and dance-related artists.

Students explore and apply dance practices safely to communicate dance ideas for particular purposes and contexts, including audiences. They gain an understanding of terminology specific to dance; interpret and express ideas and intention in their own dance and the dance of others; identify problems and investigate ways to solve them; and evaluate choices made to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement.

In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school and the community. Students also respond to their own and others' dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding.

Pathways

Learning in Dance in Practice fosters creativity, helps students develop problem-solving skills, and strengthens their imaginative, emotional, aesthetic, analytical and critical reflection capacities. It is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can collaborate to solve problems and complete project-based work in various contexts.

A course of study in Dance in Practice can establish a basis for further education and employment across a range of fields, such as creative industries, education, project and event management, marketing, health, recreation, humanities, communications, science and technology.

Recommended pre-learning

Desirable

Minimum C in Dance or private dance studio experience

Objectives

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

- use dance practices
- plan dance works
- communicate ideas
- evaluate dance works.

Additional Information/Costs

There are additional costs associated with this subject. Students will be invoiced at the time of excursion/activity.

Structure

The Dance in Practice course is designed around core and elective topics. Students explore at least two dance genres across Units 1 and 2 and again in Units 3 and 4, and three genres across the four units.

Core	Electives	
<ul style="list-style-type: none">• Dance performance• Dance production• Dance literacies	<ul style="list-style-type: none">• Ballet• Contemporary• Jazz• Tap	<ul style="list-style-type: none">• Ballroom• Popular dance• World dance

Assessment

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

- at least one project, arising from community connections
- at least one performance, separate to an assessable component of a project.

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution and folio or choreographic work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>The Project in Dance in Practice requires:</p> <ul style="list-style-type: none"> • a dance performance: 1½ – 2 minutes • at least one other component from the following <ul style="list-style-type: none"> – written: 500–900 words – spoken: 2½–3½ minutes – multimodal <ul style="list-style-type: none"> ▪ non-presentation: 8 A4 pages max (or equivalent) ▪ presentation: 3–6 minutes • product: variable conditions. 	<ul style="list-style-type: none"> • Dance performance: 2–3 minutes • Production performance: variable conditions • Teaching performance: variable conditions 	<ul style="list-style-type: none"> • Design solution and folio: variable conditions • Choreographic work: 2–3 minutes 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

Drama in Practice

Applied senior subject

Applied

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

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists.

As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential

workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts.

Pathways

Drama in Practice students identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience. 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.

A course of study in Drama in Practice can establish a basis for further education and employment areas across a range of fields such as creative industries, education, venue and event management, marketing, communications, humanities, health, sciences and technology.

Recommended pre-learning

Desirable

Minimum C in Drama

Objectives

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

- use drama practices
- plan drama works
- communicate ideas
- evaluate drama works.

Additional Information/Costs

There are additional costs associated with this subject. Students will be invoiced at time of excursion/activity.

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
<p>Community</p> <ul style="list-style-type: none"> - Demonstrate the use of dramatic languages to shape dramatic action and ideas for a youth community context. - Explore techniques and conventions suitable for a youth audience - Use skills of devising to realise selected purposes and contexts for young people - Perform the devised drama works for a live audience. 	<p>Contemporary</p> <ul style="list-style-type: none"> - Explore the work of William Shakespeare and devise ways in which you could contemporise his work. - Develop a director's brief that explains and evaluates choices about context, contemporary conventions and production elements in order to achieve a purpose. - Rehearse and perform selected directorial ideas. 	<p>Commentary</p> <ul style="list-style-type: none"> - Explore and respond to the issues and events that affect our lives on a local, national and global scale - Interview and survey community about a chosen issue or topic, using verbatim theatre techniques to devise a dramatic work. - create and present performance works with the purpose of educating, challenging, empowering and informing audiences. 	<p>Collaboration</p> <ul style="list-style-type: none"> - Explore published texts, working collaboratively to realise new interpretations of staged and/or scripted performance works - Develop a director's brief for the selected text, considering style, form and production elements. - Rehearse and perform selected directorial ideas.

Assessment

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

- at least one project, arising from community connections
- at least one performance (acting), separate to an assessable component of a project.

Unit 1 - Community	Unit 2 – Contemporary
<ol style="list-style-type: none"> 1. Devising Project 2. Performance 	<ol style="list-style-type: none"> 1. Directing Project 2. Performance

Unit 3 – Commentary	Unit 4 – Collaboration
<ol style="list-style-type: none"> 1. Devising Project 2. Performance 	<ol style="list-style-type: none"> 1. Directorial Project 2. Performance

Music in Practice

Applied senior subject

Applied

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

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. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music

practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Pathways

The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning in Music in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Music in Practice can establish a basis for further education and employment across a range of fields such as creative industries, education, venue and event management, advertising, communications, humanities, health, sciences and technology.

Recommended pre-learning

Desirable

Minimum C in Music

Objectives

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

- use music practices
- plan music works
- communicate ideas
- evaluate music works

Additional Information/ Costs

There are additional costs associated with this subject. Students will be invoiced at time of excursion/activity.

Structure

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

Unit A	Unit B	Unit C	Unit D
<p>Music of Today</p> <ul style="list-style-type: none"> - Make and respond to contemporary music - Become aware of the musical skills that are integral to performance and composition, including various songwriting styles and techniques. - Engage with a range of contemporary music genres and styles through the use of virtual platforms. - Collaborate with others through school or local community events. 	<p>The Cutting Edge</p> <ul style="list-style-type: none"> - Develop understanding of relevant and appropriate music technology. - Encounter music elements, concepts and compositional devices through music technology; leading to opportunities for formation, expression and realisation of musical ideas. 	<p>Building Your Brand</p> <ul style="list-style-type: none"> - Explore facets of the music industry - Develop an understanding of current and emerging music genres and styles - Development of artistic brand as a musician. - Analyse music artists' brands across a range of eras and the approaches used to build brands. 	<p>'Live' on Stage</p> <ul style="list-style-type: none"> - Explore commercial music for the purpose of understanding the role music plays in the entertainment and media industries of the 21st century. - Make, perform, analyse and interpret commercial music - Further develop musical skills that are integral to performance and composition. - Collaborate with other students - Engage with a variety of music events in the form of live events and/or streaming platforms.

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, including:

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

Unit A – Music of Today	Unit B – The Cutting Edge
<p>3. Project:</p> <ul style="list-style-type: none"> • Planning and evaluation of composition • Composition <p>4. Performance</p>	<p>3. Project:</p> <ul style="list-style-type: none"> • Planning and evaluation of performance • Performance <p>4. Composition</p>

Unit C – Building your Brand	Unit D – 'Live' on Stage
<p>3. Project:</p> <ul style="list-style-type: none"> • Planning and evaluation of performance • Performance <p>4. Composition</p>	<p>3. Project:</p> <ul style="list-style-type: none"> • Planning and evaluation of composition • Composition <p>4. Performance</p>

Certificate II in Visual Arts (CUA20720)

RTO Provider – Bray Park SHS (RTO no: 30237)

VET

This course is designed to provide a foundation of knowledge and skills for people intending to work in arts related industries or undertake higher levels of studies in visual arts. It provides an opportunity to explore employment pathways in the visual Arts industry.

The course is delivered over two year's full time study. The structure of the course incorporates effective work practices, workplace health and safety issues, an understanding of historical and theoretical aesthetic concepts plus elective studies in drawing, painting, sculpture, printmaking and ceramics.

This course will be delivered through school based tasks that will simulate a working studio environment. It is organised to provide students with generic skills and the opportunity to apply these skills in an industry simulated environment.

Pathways

A Certificate II in Visual Arts could lead to employment as an Independent Visual Artist (freelance/commission), Ceramics studio/Community Arts Trainee, Workshop Assistant, Teacher/Instructor of Art and Recreation, Muralist or Printer maker.

Objectives

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

- Use basic creative and technical skills underpinning all types of Visual Arts practice
- Make simple creative works
- Be able to source and use information relevant to own arts practice
- Be able to contribute to the health and safety of self and others

Pre Learning

Desirable

Minimum C in Visual Art or Studio Art

Additional Information/Costs

Students are required to pay a subject fee for art materials used in this course. Work produced by the student becomes the property of the student. Use of facilities to complete folio requirements may include lunchtime workshops and after school workshops.



Structure

To be awarded the Certificate II in Visual Arts, competency must be achieved in **nine (9)** units of competency consisting of **four (4)** core units of competency **five (5)** elective units of competency.

Unit Code	Unit Title	Core/Elective
BSBWHS211	Contribute to the health and safety of self and others	Core
CUAPPR211	Make simple creative work	Core
CUAACD1201	Develop drawing skills to communicate ideas	Core
CUARES202	Source and use information relevant to own arts practice	Core
CUADRA201	Develop drawing skills	Elective
CUASCU211	Develop sculptural skills	Elective
CUAPAI211	Develop painting skills	Elective
CUAPRI211	Develop printmaking skills	Elective
CUACER201	Develop ceramic skills	Elective

NOTE: Units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.

Assessment

Assessment for this certificate course is competency based. Students are required to demonstrate competency in all set tasks to receive certification. These include theory work books as well as practical folio tasks.

Drama

General senior subject

General

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

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

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and

digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists.

Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

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

Pathways

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

Recommended pre-learning

Strongly Recommended

Minimum B in Drama

Desirable

Minimum B in English

Objectives

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

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

Additional Information/Costs

Students will be required to attend and view live professional drama performances that will incur a separate cost for entry and associated transport costs. Students will be invoiced at the time of excursion/activity.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<input type="checkbox"/> Share How does drama promote shared understandings of the human experience? cultural inheritances of storytelling oral history and emerging practices a range of linear and non-linear forms	<input type="checkbox"/> Reflect <input type="checkbox"/> How is drama shaped to reflect lived experience? Realism, including Magical Realism, Australian Gothic associated conventions of styles and texts	<input type="checkbox"/> Challenge How can we use drama to challenge our understanding of humanity? Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre associated conventions of styles and texts	<input type="checkbox"/> Transform <input type="checkbox"/> How can you transform dramatic practice? Contemporary performance associated conventions of styles and texts inherited texts as stimulus

Assessment

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

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): <ul style="list-style-type: none"> • Performance 	Formative internal assessment 3 (FIA3): <ul style="list-style-type: none"> • Project — practice-led project
Formative internal assessment 2 (FIA2): <ul style="list-style-type: none"> • Project — dramatic concept 	Formative external assessment (FEA): <ul style="list-style-type: none"> • Examination — extended response

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Performance 	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Project — practice-led project 	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Project — dramatic concept 	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"> • Examination — extended response 			

Music

General senior subject

General

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

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

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

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

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

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a

multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

Pathways

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

Recommended pre-learning

Strongly Recommended

Minimum B in Music

Desirable

Minimum B in English

Objectives

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

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

- interpret music elements and concepts
- evaluate music
- realise music ideas
- resolve music ideas.

Additional Information/Costs

There are additional costs associated with this subject. Students will be invoiced at time of excursion/activity.

Structure

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

Assessment

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

Unit 1	Unit 2
<p>Formative internal assessment 1 (FIA1):</p> <ul style="list-style-type: none"> • Performance 	<p>Formative internal assessment 3 (FIA3):</p> <ul style="list-style-type: none"> • Integrated project
<p>Formative internal assessment 2 (FIA2):</p> <ul style="list-style-type: none"> • Composition 	<p>Formative external assessment (FEA):</p> <ul style="list-style-type: none"> • Examination

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

Summative assessments

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> • Performance 	20%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> • Integrated project 	35%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> • Composition 	20%		
<p>Summative external assessment (EA): 25%</p> <ul style="list-style-type: none"> • Examination 			

Music Extension

General senior subject

General

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the **Composition specialisation** (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

In the **Musicology specialisation** (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

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

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

and learning in Music Extension prepares students to engage in a multimodal world.

Pathways

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

Pre-requisite

Year 11 Music

Objectives

Common objectives

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

- analyse music
- apply literacy skills
- evaluate music.

Specialist objectives

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

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

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

- express meaning or ideas about music
- investigate music and ideas about music
- synthesise information.

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

- apply technical skills
- interpret music elements and concepts

- realise music ideas.

Additional Information/Costs

There may be additional costs associated with this subject. Students will be invoiced at the time of excursion/activity.

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none"> • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice 	Emerge <ul style="list-style-type: none"> • Key idea 3: Independent best practice

Assessment

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

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

Summative assessments — Composition specialisation

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

Summative assessments — Musicology specialisation

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

Summative assessments — Performance specialisation

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Investigation 1	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Performance project	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation 2	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none">• Examination — extended response			

Visual Art

General senior subject

General

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

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

Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future

artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

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

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.

Recommended pre-learning

Strongly Recommended

Minimum B in Visual Art

Desirable

Minimum B in English

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.
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes

- realise responses to communicate meaning.

Additional Information/Costs

There are excursions associated with this subject that incur separate costs for entry fees and associated transportation. Students will be invoiced at time of excursion/activity.

Structure

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

Assessment

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

Unit 1	Unit 2
<p>Formative internal assessment 1 (FIA1):</p> <ul style="list-style-type: none"> • Investigation — inquiry phase 1 	<p>Formative internal assessment 3 (FIA3):</p> <ul style="list-style-type: none"> • Project — inquiry phase 3
<p>Formative internal assessment 2 (FIA2):</p> <ul style="list-style-type: none"> • Project — inquiry phase 2 	<p>Formative external assessment (FEA)</p> <ul style="list-style-type: none"> • Examination

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

Summative assessments

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> • Investigation — inquiry phase 1 	15%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> • Project — inquiry phase 3 	35%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> • Project — inquiry phase 2 	25%		
<p>Summative external assessment (EA): 25%</p> <ul style="list-style-type: none"> • Examination 			