Nanango
State High School

2025 Curriculum Booklet

Year 11 and 12

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Nanango State High School

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Welcome to the Senior Years at Nanango State High School

We are pleased that you are going to continue your secondary education at our school. We are aware that there will be many pressures on you during the next two years, and we will do everything we can to help you with your learning, and with any other concerns that you might have over this time that might interfere with your achievements. You will want to perform as well as you can in your Senior Course, and we are here to help you to do this. Nothing is more important to us than assisting our students to learn well and to become excellent citizens in the future.

You will find that there are many differences between the Junior School and the Senior School. The most significant is that you will be treated very differently. You will be given much more freedom to be responsible for your own learning and the extent to which you achieve.

If you choose your course well, there can be all sorts of learning experiences offered to you that are quite new. You can take advantage of a range of vocational education courses that will see you getting real skills in the wider community - skills that employers will value. Your academic subjects will include a vast array of experiences that seek to link the school work with real employment opportunities as well as the work of further studies.

This can be a very exciting and satisfying couple of years for you. Remembering that the first reason for your attendance is to learn, we hope that you will also take advantage of the many other opportunities that we offer - opportunities in the areas of leadership, sport, cultural activities and the many and varied academic competitions. Some of these can really help to make a very enjoyable and enriching curriculum for you.

We will do our best to assist you. In return, **we ask only three things:**

1. Full-time attendance, including punctuality to school and classes.
2. Work very hard to meet all the challenges and requirements of your chosen course. This means always being prepared, and organising yourself to meet all of the requirements including **completing drafts and assessment by the due dates for your subjects.**
3. Co-operate with other students, your teachers and abide by the school's Student Code of Conduct.

Remember, you are not alone! We pride ourselves at Nanango State High School on being a caring school. You will have the support, not only of your fellow students but also of our many teachers and other support staff. Please ask someone if you have any questions.

This booklet contains a large amount of information. It is vital that you read it very carefully. There is information, not only on the many subjects we offer, but also on things such as prerequisites for tertiary study, the Queensland Certificate of Education, Queensland Certificate of Individual Achievement and the Senior Education Profile.

Good luck with your studies in Years 11 and 12.

Senior Curriculum Statement

Nanango State High School endeavours to provide a 'total curriculum' for our students. The aim of this is to develop confident, self-directed, knowledgeable people who are morally and socially responsible. Furthermore, the school aims to produce employable individuals who are capable of enjoying life and who are prepared for further learning.

To this end, the school is committed to the following:

- high quality Senior schooling achieved by innovative, relevant and comprehensive programs, taking place in a caring environment which encourages students to be responsible and autonomous learners
- providing quality learning experiences for all its students
- forging partnerships between students, teachers, parents and community in order to ensure successful Senior schooling for students
- ensuring that all students have access to quality learning programs appropriate to their circumstances, abilities and aspirations.

All Senior students at Nanango State High School participate in a Core Program of study which includes:

- English or Essential English
- Mathematical Methods, General Mathematics or Essential Mathematics
- Career Education and Life Skills (C.E.A.L.S)
- Certificate II in Skills for Work and Vocational Pathways

The C.E.A.L.S Program (Career Education & Life Skills Program)

This is an active and popular program that provides the opportunity for students to examine a range of topics and issues that are important for young people to consider.

This program will include:

- Career Education
- Personal Development Activities
- Drug and Alcohol Education
- Leadership Training
- BRAKE (Driver Awareness Training for Young Drivers)
- First Aid Training
- Study Skills
- A range of guest speakers with expertise in various fields.

Qualifications

Students at Nanango State High School study for

- ATAR (see page 28 for more information) and/or
- QCE (see page 23 for more information)

or

- QCIA (see page 25 for more information)

Types of Subjects

General Subjects

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

- ***satisfactorily completed an English subject***
- ***completed five General subjects, or four General subjects plus one Applied subject or VET course at AQF Certificate III or above***
- ***accumulated their subject results within a five year period.***

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

These courses are developed by the Queensland Curriculum & Assessment Authority (QCAA). They are designed to prepare students for tertiary study or employment.

Some students choose to study six General Subjects, however it is also possible to gain an ATAR by studying five General Subjects **or** by studying four General Subjects and one Applied Subject **or** by studying four General Subjects and one Certificate III or higher qualification.

PLEASE NOTE: ALL General subjects are academically demanding. Students who have not completed Year 10 with Sound levels of achievements ('C' or better) in core subjects (English, Maths, Science and History/Geography) are likely to find all General subjects very difficult.

Applied Subjects

These subjects are developed by the Queensland Curriculum & Assessment Authority. They are designed to prepare students for entry into the work force after Year 12. Students may study Applied subjects for interest or to gain specialised skills e.g. Visual Art in Practice or Agricultural Practices. **Studying Applied subjects may still allow a student to apply to certain tertiary courses, such as TAFE diplomas, but choices are limited. Note: One (1) Applied subject may be used in an ATAR calculation if a minimum of four (4) General subjects are also studied.**

Vocational Educational and Training (VET) Courses

These courses are offered and delivered by the school, or in conjunction with outside training providers. All of these courses involve students working towards a nationally recognised qualification of a Certificate I, II or III level. It is expected that by the end of Year 12 **all** senior students will have completed at least one Certificate I course of study which provides two credits towards a QCE. (For most students this will have already been achieved by the end of Year 10.) All students at Nanango State High School also study Certificate II in Skills for Work and Vocational Pathways (this is achieved through Years 10 and 11).

Other Courses

Students can enrol in subjects through some Universities (e.g. USQ Headstart Programs) at their own expense. Some of these courses contribute points towards a QCE.

Students can also enrol in alternative VET courses offered through TAFE and other recognised VET institutions - at their own expense.

Some of the University and TAFE courses are provided free of charge. See the Deputy Principal, Senior Schooling or Guidance Officer for further information.

Distance Education

Some subjects that attract very small numbers can be offered at this school only through the Brisbane School of Distance Education.

Students electing to do a subject through Distance Education are given time in their timetable in which to do this study. **Note: Charges may apply to subjects studied this way.**

Information regarding possible Distance Education is provided during SET planning.

Outline of Senior Curriculum

Students should select subjects from the following offerings. This selection will be used to develop the line structure for the school's timetable. This is our initial offering and our final offering will be dependent on staffing and numbers of students wishing to do the subject.

In total six (6) subjects need to be selected. ENGLISH or ESSENTIAL ENGLISH and a MATHS must be included in two of these selections.

Subject offerings

GENERAL SUBJECTS in 2025		
Agricultural Science	Drama	Modern History
Ancient History	Economics	Physical Education
Biological Science	English	Physics
Business	General Mathematics*	Specialist Mathematics
Chemistry	Mathematical Methods	Visual Art

*General Mathematics cannot be selected in conjunction with other Maths subjects

APPLIED SUBJECTS in 2025		
Agricultural Practices	Hospitality Practices	Sport and Recreation
Drama in Practice	Information and Communication Technology	Tourism
Early Childhood Studies	Science in Practice	Visual Arts in Practice
Essential English	Social and Community Studies	
Essential Mathematics		

VET COURSES
Certificate I Construction + Certificate II Construction Pathways
Certificate II in Active Volunteering
Certificate II in Engineering Pathways
Certificate II in Manufacturing Technology
Certificate II in Skills for Work and Vocational Pathways
Certificate II in Sport and Recreation + Certificate III in Fitness
Cert II Tourism + Certificate III in Business

TAFE COURSES	
Certificate II in Automotive Electrical Technology	Certificate II in Engineering Pathways
Certificate II in Automotive Vocational Preparation	Certificate II in Health Support Services
Certificate II in Cookery	Certificate II in Rural Operations
Certificate II in Electrotechnology (Career Start)	Certificate II in Salon Assistant

Choosing Senior Subjects

from (Career, Course and Guidance Information Services, Open Access Support Centre, Dept of Ed., Qld, May 1996.)

It is important to choose senior subjects carefully as your decisions may affect not only the types of careers you can follow later, but also your success at school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

Your Plan for Senior Study

You are strongly advised to choose subjects:

- you enjoy
- in which you have demonstrated some ability or aptitude
- which help you reach your course and career goals
- which will develop skills, knowledge and attitudes useful throughout your life.

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

Guidelines

Relate subjects to current career information.

It is helpful if you have a few career choices in mind before choosing subjects. If you are uncertain about this at present, seek help in trying to choose a course that will keep several career options open to you. The Guidance Officer will be able to help you get started by giving you some suggestions on how to investigate jobs and how to approach career decision-making.

The following resources are available to give information on subjects and courses needed for careers:

- Mypath: https://www.qtac.edu.au/year-10-students/
- Queensland Tertiary Courses and Institutions: http://www.qtac.edu.au/courses-institutions

By checking this information, you will become aware of the distinction between

- **Prerequisite** subjects (subjects which **must** be taken for future courses or career)
- **Recommended** subjects (not essential, but which are likely to make future courses easier to follow)
- **Useful** subjects (not essential, but give a general background or help develop particular skills).

Find out about the full list of subjects our school offers.

Check out each subject fully. To do this, it will be necessary to:

- read subject descriptions and course outlines described in this booklet
- talk to Heads of Department and Teachers of each subject
- listen carefully at subject selections talks
- talk to students who are already studying the subject

Make a decision on a combination of subjects that suits your requirements and abilities.

There are traps to avoid when selecting subjects.

- Do not select a subject simply because someone has told you that it helps you get good results and will give you a better chance of getting into university.
- Try not to be influenced by suggestions that you should or should not choose a particular subject, because a friend/brother/sister either liked or disliked it or the teacher when they studied it.

Consider taking some of the **Vocational Education** subjects if:

- you are interested in the content of a particular subject because it relates to future employment
- success in the subject will give you advanced standing (credit) in a higher level vocational course in which you are interested
- your past results suggest that some General subjects may be too difficult.

For students interested in tertiary study:

If you are interested in tertiary study (for example, a university course or TAFE Advanced Diploma, Diploma or Associate Diploma), there are some additional points you will need to consider.

ATAR is the standard pathway to determine entry for most tertiary courses (in addition to other entry requirements such as subject prerequisites).

ATAR will not be the only pathway to tertiary study for all courses however. Other pathways include:

- VET qualifications as a stand-alone basis of admission: Individual institution policies will apply as to whether VET qualifications such as AQF Certificates III and IV, Diplomas and Advanced Diplomas can be used to gain admission to a course. (Refer to the relevant institution website or the QTAC website for further information).
- Courses where ATAR is not a selection factor: Most TAFE VET courses, and some university tertiary preparation courses and other courses may not require an ATAR for entry. (Refer to the relevant institution website or the QTAC website for further information).
- Students aiming to maximise their chances of tertiary entrance are advised to follow these steps:
  i. Select the prerequisite subjects you need for your preferred courses
  ii. Check to ensure that you are eligible for tertiary entrance
  iii. Consider subjects in which you have both an interest and demonstrated ability

To be eligible for an ATAR a student must:

- Complete five (5) General Subjects (Units 3 and 4); or
- Complete four (4) General Subjects (Units 3 and 4) plus one Applied Subject (at Units 3 and 4) or a VET course at AQF Certificate III level or higher; and
- Achieve a minimum grade of C or higher in English or Essential English or other relevant English subjects (not studied at Nanango State High School).

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

Can I still go to University without an ATAR?

If you do not meet the requirements of obtaining an ATAR, then you are deemed to be ATAR Ineligible.

In Queensland, this does not necessarily mean that you would not be able to apply to and be accepted into a number of university courses.

Each university has individual requirements for entry without an ATAR. For more information log into www.qtac.edu.au/student-resources/year-10

However please remember you have the best chance of getting into a competitive university course by gaining an ATAR.

Be prepared to ask for help.

After following these suggestions, you and your parents/carers may still be confused or uncertain about the combination of subjects you have chosen. It is wise at this stage to check again with some of the many people available to talk to, Guidance Officers, Teachers, Heads of Departments, Deputy Principals and the Principal. Don't be afraid to seek their assistance. They are all prepared to help you.

AQF Courses

Those courses outlined in the booklet that have an AQF qualification associated with it require a minimum Human Resource Standard.

The school will attempt to maintain this minimum standard, however, it must be noted that if Human Resources do change over the time of the course (through transfer) and the minimum standard cannot be met, the students will not be entitled to receive the Course accreditation.

Laptop BYOX

Nanango State High School is a laptop school

In Year 11 and 12 it is **compulsory** for all students to bring their own laptop to school.

Information regarding this is available by contacting the school administration.

Subject Fees

General Subjects

- Mathematical Methods - $40 per year (This fee is waived if students have their own graphics calculator).

PLEASE NOTE

Payment in full or in part (arranged through the school office) must be received by week 4

Please contact our Business Manager on (07) 4171 6444 to discuss payment options.

Assessment Policy

Student assessment is a vital part of the school program. All formal assessment for all year levels is entered in the assessment calendar (emailed to parents and students at the beginning of each semester) and reminders are also published in the fortnightly school newsletter. This information is also available on QParents.

For the purpose of this policy, an **'Assessment Item'** is defined as a task undertaken by a student which contributes to the student's overall assessment profile for a particular subject. These items may be in the form of a **Test/Examination or an Assignment**.

Assignments may include:

- Major research projects
- Folios of work
- Works of art
- Field trips
- Practical performances
- Extended writing tasks
- Reports
- Models
- Oral presentations
- Assignments/Tests

N.B All assessment done in Year 11 and Year 12 is classed as substantive.

Senior Assessment Policy

Nanango State High School - Year 11 and 12

Scope

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the QCE and QCIA policy and procedures handbook available from https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook and applies to Applied, Applied (Essential), General, General (Extension) subjects, Vocational Education and Training (VET) and Short Courses across all faculties.

Purpose

Nanango State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards completion of summative assessment for the QCE.

Principles

Nanango State High School expectations for teaching, learning and assessment are grounded in the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:

- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgements about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:

- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

Promoting academic integrity

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

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	The school assessment policy is located on the school website at [www.nanangoshs.eq.edu.au] and provided to all students upon enrolment and at the beginning of Year 11 and Year 12. All questions regarding this policy should be directed to Deputy Principal – Senior Schooling. To ensure the assessment policy is consistently applied, it will be revisited at the beginning of the school year at year level parades and/or in CEALS classes for all students in Year 10, Year 11 and Year 12. Relevant processes will be revisited: • at enrolment interviews • during SET planning • when the assessment schedule is published • when each task is handed to students • in the newsletter and by email in response to phases of the assessment cycle.
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1	Nanango State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE. **Student responsibility** Students are expected to: • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. To emphasise the importance of sound academic practices, staff and students will complete the QCAA academic integrity courses.
Due dates Section 8.5.2 Section 8.5.3	**School responsibility** Nanango State High School is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date. Due dates for final responses and drafts will be published in the assessment schedule. Due dates for checkpoints will be shown on the front of assessment items. All students will be provided with their assessment schedule (via email and print) by the end of Week 3. The assessment schedule will: • align with syllabus requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for QCAA quality assurance processes to be met • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated by the end of Week 3 each semester • give consideration to allocation of workload.

QCE and QCIA policy and procedures handbook	Policy and procedures
	Student responsibility Students are responsible for: • recording due dates in their diaries • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates. In cases where students are unable to meet a due date, they will: • inform the head of department and classroom teacher as soon as possible • provide the school with relevant documentation, e.g. medical certificate – Part C – Illness and Misadventure portion of AARA or similar documentation. • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. All final decisions are at the principal's discretion. Refer to AARA information below.
Submitting, collecting and storing assessment information Section 9	Assessment instruments will provide information about Nanango State High School's arrangements for submission of draft and final responses, including due dates, conditions and file types. All assessment evidence, including draft responses, will be submitted by their due date using Turnitin (https://www.turnitin.com) – Nanango State High School's academic integrity software. Exceptions may apply where it is not practical to submit assessment electronically – e.g. Practical Art pieces, Engineering and Manufacturing jobs. Where this is the case, the assessment item will provide details on the required method of submission. Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored as described in Nanango State High School's teacher handbook.
Appropriate materials Section 7.1 Section 8.5.3	Nanango State High School is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

Ensuring academic integrity

Nanango State High School has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding Section 7.2.1	Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: • maintain the integrity of the requirements of the task or assessment instrument • allow for unique student responses and not lead to a predetermined response. Scaffolding may include: • breaking a complex task, learning experience, concept of skill into discrete parts • modelling thought processes required to complete parts of an assessment instrument • pre-teaching vocabulary specific to the subject and assessment instrument • questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response • showing examples of responses and demonstrating the match to performance descriptors • using visual frameworks or graphic organisers to plan responses **Scaffolding for assessment items in Units 3 and 4** should refer to processes or presentation of the response. It may include: • providing a timeline or checkpoints that students can use to manage completion of components of the assessment instrument • guiding students to make predictions and/or reflect on their learning to complete the requirements of the assessment instrument • providing prompts and cues for students about the requirements for their response. Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks.
Checkpoints Section 8.5.3	Checkpoints will: • be detailed on student task sheets • monitor student progress • be used to establish student authorship. Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these checkpoints to identify and support students to complete their assessment. Heads of department and parents/carers may be contacted if checkpoints are not met.
Drafting Section 7.2.2 Section 8.3	Drafting is a key checkpoint. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts may be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Drafts of assessment must be submitted via Turnitin (https://www.turnitin.com) - Nanango State High School's academic integrity software. Feedback on a draft is: • provided on a maximum of one draft of each student's response • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students • provided within one week of a submission of a draft. Feedback on a draft must not: • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation and calculations • allocate a mark. A copy of the feedback will be stored with a hard copy of the draft in the student's folio.

QCE and QCIA policy and procedures handbook	Policy and procedures
	Parents and caregivers will be notified by text message/SMS regarding non-submission of drafts and the processes to be followed. Failure to submit a draft by the due date and time will result in students not receiving teacher feedback.
Managing response length Section 7.2.3	Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length. • All assessment instruments indicate the required length of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length are available. • Feedback about length is provided by teachers at checkpoints. After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will either: • mark only the work up to the required length, excluding evidence over the prescribed limit • And annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark. Oral presentations will be stopped by the teacher at the maximum length as prescribed in the syllabus
Authenticating student responses Section 7.3.1	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. Nanango State High School uses the authentication strategies promoted by the QCAA. The authentication strategies will be specified on assessment instruments and will include: • Submissions uploaded to Turnitin through QLearn • Evidence provided on student drafts • Evidence provided at check points • Teacher observation within the classroom In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.

Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6	**Applications for AARA** Nanango State High School is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. Nanango State High School follows the processes as outlined in the *QCE and QCIA policy and procedures handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019. The Nanango State High School principal manages all approval of AARA for students. All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) and made as far in advance as possible to meet the QCAA published timelines. All evidence used to make decisions is recorded in the student's file by the principal or their delegate. Students are not eligible for AARA on the following grounds: • unfamiliarity with the English language • teacher absence or other teacher-related issues • matters that the student could have avoided • matters of the student's or parent's/carer's own choosing • matters that the school could have avoided.

QCE and QCIA policy and procedures handbook	Policy and procedures
	Applications for extensions to due dates for unforeseen illness and misadventure Students and parents/carers must contact the Deputy Principal – Senior Schooling as soon as possible and submit the relevant supporting documentation. Copies of the medical report template, extension application and other supporting documentation are available from the school website.
Managing non-submission of assessment by the due date Section 8.5	Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work: • provided by the student for the purposes of authentication during the assessment preparation period is available, teachers make judgments based on this • was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar. • Students who do not submit a written script by the due date must not be permitted to deliver any oral component of the task. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.
Internal quality assurance processes Section 8.5.3	Nanango State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes: • quality assurance of all assessment instruments before they are administered to students using quality assurance tools provided by the QCAA • quality assurance of judgments about student achievement. All marks for summative internal assessment for General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Results for Applied and Applied (Essential) subjects and Short Courses may be subject to advice from the QCAA.
Review Section 9.1 Section 9.2 Section 9.5	Nanango State High School internal review processes for student results (including NR) for all General subjects (Units 1 and 2), Applied subjects, Vocational Education and Training Courses (VET) and Short Courses is equitable and appropriate for the local context.

External assessment administration

QCE and QCIA policy and procedures handbook	Policy and procedures

External assessment is developed by the QCAA for all General and General (Extension) subjects
Section 7.1.2
Section 7.3.2
Section 10.3
Section 10.4
 	
See also: *External assessment — administration guide* (provided to schools each year)
	Nanango State High School is governed by the requirements of QCAA. QCAA publishes rules for External Assessment at the beginning of each year. These rules will be provided to staff, students and parents when available. QCAA Guidelines include the following information:
	
	Nanango State High School
	• communicates rules and expectations for external assessment to the school community including teachers, students and parents/carers
	• maintains the security of external assessment materials
	• provides supervision and conditions that comply with the external assessment schedule and guidelines
	School External Assessment (SEA) coordinators:
	• ensure that all external assessment guidelines and rules are shared with and understood by teachers and students
	• supervise external assessment, ensuring no undue assistance is provided that contributes to a student's assessment response
	Teachers:
	• comply with rules and expectations when supervising the external assessment
	• inform students that the SEA coordinator will be advised of any alleged incident of academic misconduct
	• report incidents of suspected or observed academic misconduct to the SEA coordinator
	Students:
	• read and comply with the external assessment student rules and information provided by the school
	• understand the importance of academic integrity when completing external assessment and what constitutes academic misconduct
	• are aware that if unauthorised material is taken into an assessment room, regardless of whether an attempt is made to use that material, they are in breach of the regulations
	Breaches of the external assessment rules are a form of academic misconduct.
	If an alleged incident of academic misconduct by a student is detected, the SEA coordinator is to:
	• permit the student to complete the assessment
	• inform the student that an academic misconduct incident report must be completed and submitted to the QCAA
	• report an alleged incident of academic misconduct to the QCAA:
	  ○ complete an academic misconduct incident report that includes:
	  ▪ a statement from the SEA coordinator and/or invigilator/s which may include witness statements and any relevant circumstances leading up to the incident and details of the discussion after the completion of the assessment

	▪ a seating plan of each assessment room at all assessment venues ○ return it to the QCAA either with the completed external assessment response or within 24 hours of the alleged incident occurring, whichever is sooner Non-compliance of External assessment guidelines will be investigated by QCAA. Examples of non-compliance include: • rescheduling an external assessment without authorisation from the QCAA • not keeping the external assessment materials secure prior to the scheduled assessment time • accessing external assessment materials, the assessment venue or assessment room without authorisation from the school or QCAA • opening external assessment packages before the time appointed by the QCAA

QCE and QCIA policy and procedures handbook	Policy and procedures
	• providing a student with undue assistance in the production of any work that contributes to their external assessment response • leaving students unsupervised or inadequately supervised during external assessment • allowing additional time for the external assessment without authorisation from the QCAA • administering unapproved access arrangements and reasonable adjustments (AARA)

Managing academic misconduct – Internal Assessment

Nanango State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning.

For authorship issues

When authorship of student work cannot be established or a response is not entirely a student's own work Nanango State High School will provide an opportunity for the student to demonstrate that the submitted response is their own work.

For all instances of academic misconduct

Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.

For instances of academic misconduct during examinations

Students will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented.

The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedures for managing academic misconduct
Cheating while under supervised conditions – internal assessment	A student begins to write during perusal time	Student is provided with a clean copy of the assessment item at the beginning of writing time.
	A student continues to write after the instruction to stop writing is given	Work completed after the instruction is not marked.
	A student uses unauthorised equipment or materials	Student is awarded an NR for the assessment item.
	A student has any notation written on the body, clothing or any object brought into an assessment room	Student is awarded an NR for the assessment item.
Misconduct while under supervised conditions –	A student communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or	Consequences applied as per QCAA document '*External Assessment Student Rules*' which is distributed to students at the beginning of each year.

	Types of misconduct	Procedures for managing academic misconduct
external assessment	other means such as passing notes, making gestures or sharing equipment with another student	
Collusion	Any misconduct carried out during external assessment	Student is removed from the examination venue and an NR is awarded for the assessment item.
	When more than one student works to produce a response and that response is submitted as individual work by one or multiple students	Credit is applied only to parts of the submission that can be verified as the student's own work.
Contract Cheating	When a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment	All students involved are awarded an NR for the assessment item.
	A student pays for a person or a service to complete a response to an assessment	Student is awarded an NR for the assessment item.
Copying Work	A student sells or trades a response to an assessment	All students involved are awarded an NR for the assessment item.
	A student deliberately or knowingly makes it possible for another student to copy response	All students involved are awarded an NR for the assessment item.
	A student looks at another student's work during an exam	Student is awarded an NR for the assessment item.
Disclosing or receiving information about an assessment	A student copies another student's work during an exam	Student is awarded an NR for the assessment item.
	A student gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment	All students involved are awarded an NR for the assessment item.
Fabricating	A student makes any attempt to give or receive access to secure assessment materials	Student is awarded an NR for the assessment item.
	A student invents or exaggerates data	Credit will be awarded only to work where data can be verified as true and correct
	A student lists incorrect or fictitious references	Credit will be awarded only to work that is correctly referenced.
Impersonation	A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment	A result of NR will be applied to the assessment item.
	A student completes a response to an assessment in place of another student	A result of NR will be applied to the assessment item.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	The student will be removed from the exam and an NR will be applied to the assessment item.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-	Work that has been plagiarised is highlighted. Work that is authenticated as the student's own will be used to provide a result.

	Types of misconduct	Procedures for managing academic misconduct
	visual material, figures, tables, design, images, information or ideas). A student uses Artificial Intelligence in an unacceptable manner to complete assessment tasks.	
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject	Credit will be applied only to work that has been submitted for the current assessment item. Previously submitted work will receive no credit.
Provision of Assessment Response to Another Student	A student completes or partially completes an assessment item and voluntarily provides it to another student to assist them in completing the item.	All students involved will receive an NR for the assessment item.
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response	A result will be provided on work that was completed during class.

Related school policy and procedures

Refer to other school policies as appropriate:

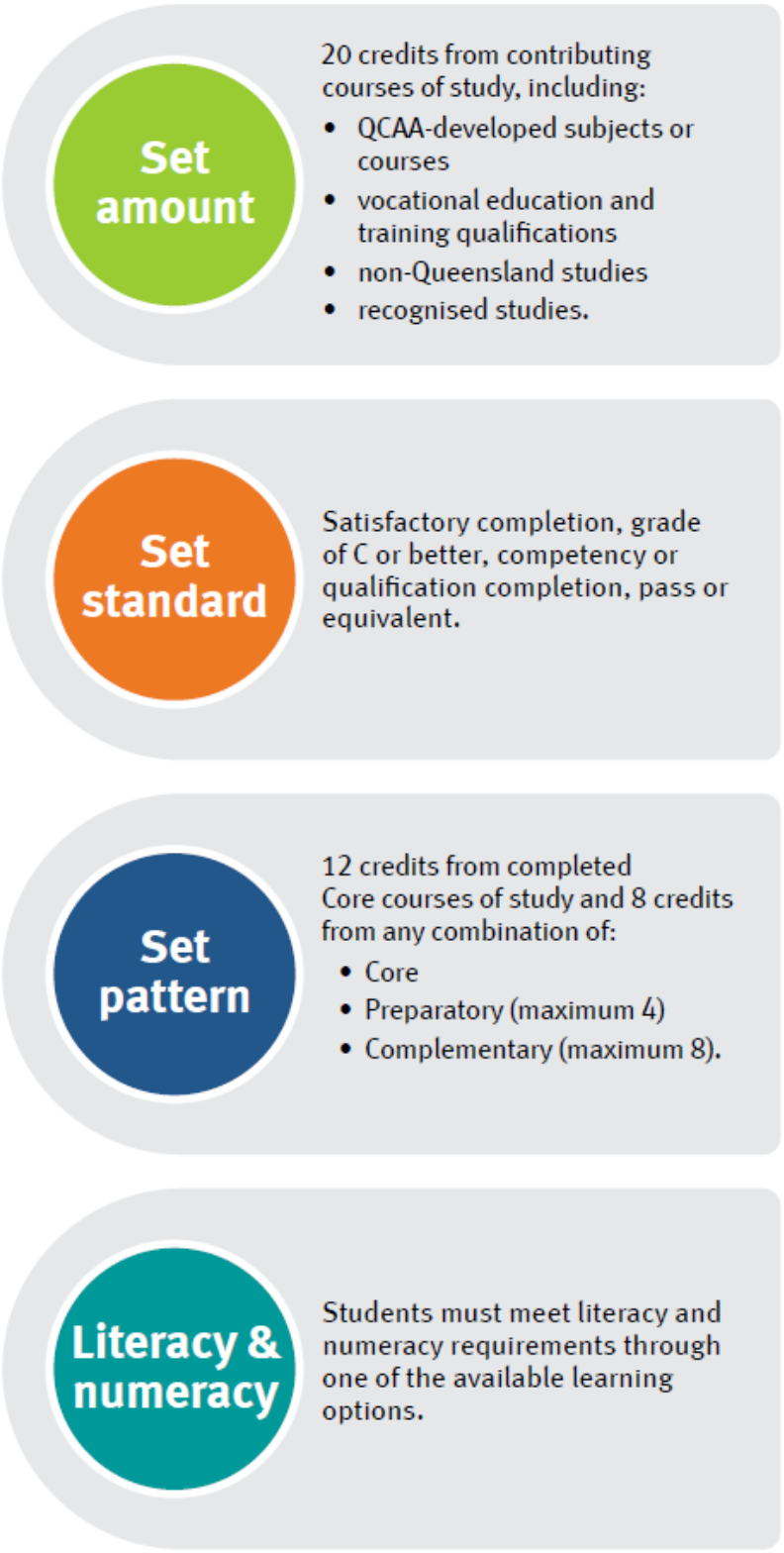
- Nanango SHS Student Code of Conduct 2024-2027
- Senior Assessment Policy
- Appropriate Use of Electronic Devices and Resources Policy
- Internal Moderation Policy (including school procedures for endorsement and confirmation)
- Senior Student Handbook

Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification. It is a school-based qualification awarded to young people who are eligible at the completion of the senior phase of learning, usually at the end of Year 12.

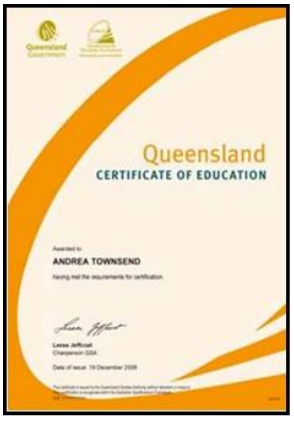
The QCE confirms achievement in contributing studies of a significant amount of learning at a set standard and pattern while meeting literacy and numeracy requirements.

To achieve a QCE, students, need to complete a set amount of learning at a set standard, in the set pattern, and meet literacy and numeracy requirements:



How does the QCE work?

The QCE recognises broad learning options and offers flexibility in what is learnt, as well as where and when learning occurs. A wide range of learning can contribute towards the QCE, including senior school subjects, vocational education and training, workplace learning recognised by the QCAA and university subjects undertaken while at school. Achievements in different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE. Students must have at least 20 credits in the required pattern, and fulfil other requirements to be awarded a QCE.



Planning for a QCE

The Senior Education and Training Plan (**SET Plan**) helps each student structure their learning around their abilities, interests and ambitions. The SET Plan then maps out what, where and how a student will study during their senior phase of learning - usually Years 10, 11 and 12. The plan is agreed between the student, their parents or carers and the school. It should be finalised by the end of Year 10. Schools and individual students should review the SET Plan to monitor progress. The plan can be updated at any time.

Monitoring Progress

When a student is registered with the QCAA, an individual learning account is opened for them. The learning account records the learning undertaken during the senior phase of learning, as well as where and when the learning takes place, and the results achieved. Students may use their learning account to track their progress towards a QCE, vocational certificate or Queensland Certificate of Individual Achievement.

Students will be able to view their individual learning accounts through Student Connect < http://studentconnect.qcaa.qld.edu.au >.

Awarding a QCE

Normally, QCEs will be awarded to students at the completion of Year 12. If a student completes Year 12 without achieving a QCE, their learning account remains open, regardless of their age. Once they become eligible for the QCE, the QCAA will issue the certificate in the following July or December.

Credits can accumulate in a learning account for up to 9 years after entering the compulsory participation phase (generally the beginning of Year 11). After this time, earlier credits will expire and the student will begin accumulating credit again for a period of a further 9 years, and so on. The Senior Education Profile which may include a

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

Students who complete Year 12 will receive a Senior Education Profile in December of that year.

Students leaving early (before the Year 12 finishing day) and eligible for the award of a QCE will receive a Statement of Results when the QCE is issued.

Students leaving early (before the Year 12 finishing day) without qualifying for the award of the QCE may apply for a Statement of Results after the quality assurance processes have been completed. After finishing Year 12, students will automatically receive a Statement of Results if they undertake a Senior External Examination or become eligible for the award of a QCE.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of students who are in individualised learning programs. The QCIA adds to the suite of certificates that the QCAA issues and ensures that the educational achievement of all students can be recorded on a quality certificate.

Every young Queenslander must be registered with the QCAA during the year before the young person's compulsory participation phases begins.

Generally, schools will register young people in Year 10.

Changes to senior schooling in Queensland

Senior schooling in Queensland gives students the skills for success in work and life in the future. Across senior subjects, students will acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

Under the new QCE system, students can choose from a wide range of subjects and courses to suit their work and study goals.

From 2020, there will be a new way to rank students who wish to apply for university. The Australian Tertiary Admission Rank (ATAR) will be used to rank eligible Year 12 graduates, rather than the Overall Position (OP). ATARs will be calculated and issued by the Queensland Tertiary Admissions Centre (QTAC).

Visit QTAC for details: www.qtac.edu.au.

Senior Education Profile

Queensland students receive a Senior Education Profile in their learning account on the myQCE website when they complete Year 12. All students receive a Senior Statement, which is a transcript of their learning account. Eligible students also receive either a QCE or a Queensland Certificate of Individual Achievement (QCIA). Students who are not eligible for the QCE at the end of Year 12 can continue to accrue credit and will receive a Statement of Results and a QCE when eligible.

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all contributing studies and the results achieved.

QCE

The QCE is Queensland's senior secondary schooling qualification. To be issued with a QCE, students need to complete the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

QCIA

The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

More information

myqce.qcaa.qld.edu.au

The myQCE website (for students completing Year 12 from 2020) provides information about subjects and courses, assessment and results, study tips and more. Talk to your school about the subjects and courses it offers.

qcaa.qld.edu.au

More information about senior secondary curriculum and assessment, including syllabuses for QCAA subjects, is available on the QCAA website.

19127I

Queensland Certificate of Education

For students completing Year 12 from 2020

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

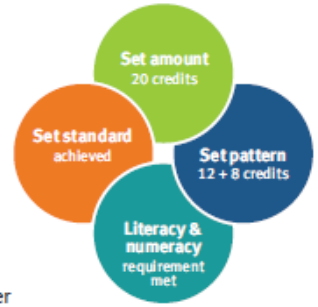
For all Queensland schools

About the QCE

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

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

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.



QCE requirements

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

Set amount

20 credits from contributing courses of study, including:

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

Set pattern

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

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

Set standard

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

Literacy & numeracy

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

More information

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

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

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

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

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

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

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

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

QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	1
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

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

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy

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

Numeracy

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

Australian Tertiary Admissions Rank (ATAR)

The ATAR is a standard measure of a student's overall academic achievement in relation to that of other students. It is intended to assist tertiary institutions to select applicants into their courses.

The ATAR is a percentile rank, not a mark. This rank indicates a student's position relative to other students in their age group in any given year.

It's expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05.

ATAR scores are calculated by the Queensland Tertiary Admissions Centre (QTAC) on behalf of Queensland tertiary institutions.

For further information regarding ATAR scores visit qtac.edu.au or email atar@qtac.edu.au

Your QCE and Your ATAR

Your Queensland Certificate of Education (QCE) and your ATAR are different and have different purposes.

QCE	ATAR
Certifies learning, showing the individual has achieved a specific standard of education at senior schooling level and may be considered for further study and employment	Tells QTAC about a student's position (or ranking) compared to all other students in the state. The only intended purpose for the ATAR is to assist with selecting applicants for tertiary study.
Shows a set of results across QCE subjects. Your results in a subject show your performance in the subject against every student who took the subject.	Your ATAR measures your position (or ranking) against the whole Queensland Year 12 age cohort where a variety of combinations of subjects have been studied. Is based on scaled results.
Is awarded and released by the Queensland Curriculum and Assessment Authority (QCAA)	Is calculated and released by QTAC.

QCIA

The QCIA recognises and reports the achievements of students whose learning is part of an individual learning program during senior secondary schooling.

The QCIA is an official record for students who have completed at least 12 years of education; it provides students with a summary of knowledge and skills demonstrated. The QCIA records educational achievement in two ways — the Statement of Achievement and Statement of Participation. These are useful to present to service providers, training providers and employers.

For further information regarding the QCIA, visit https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/3-qcia

General Subjects

Agricultural Science

General

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future. Agricultural Science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. A study of Agricultural Science can allow students to transfer learned skills to studies of other subject disciplines in the school environment.

The primary industries sector of the Australian economy is facing many challenges, and the ability of Australia to meet these challenges depends on a well-informed community and highly skilled people working in all sectors of primary industries.

Agricultural Science provides opportunities for students to engage with agricultural production systems as they constantly adapt to meet the changing needs of society. As human activities and resource demands increase and diversify, agricultural scientists, managers and producers encounter opportunities and challenges associated with the sustainable management of resources and production of food and fibre. In Unit 1, students examine the plant and animal science required to understand agricultural systems, their interactions and their components. In Unit 2, students examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. In Unit 3, students investigate how agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be manipulated to ensure productivity and sustainability. In Unit 4, students consider how environmental, social and financial factors can be used to evaluate production systems, and how research and innovation can be used and managed to improve food and fibre production.

Agricultural Science aims to develop students':

- interest in Agricultural Science and their appreciation of how interdisciplinary knowledge can be used to understand contemporary issues in food and fibre production
- understanding and appreciation of agriculture as a complex and innovative system, and how it relates to sustainable production decisions now and into the future
- understanding that agricultural science knowledge is used in a variety of contexts and is influenced by social, economic, 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 agricultural science concepts, interpretations, claims and conclusions, with reference to evidence
- ability to communicate understandings and justify findings and conclusions related to agricultural production systems, using appropriate representations, modes and genres

Pathways

A course of study in Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology, business, marketing, education and literacy, research and development.

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Agricultural systems • Agricultural enterprises A • Animal production A • Plant production A	**Resources** • Management of renewable resources • Physical resource management • Agricultural management, research and innovation	**Agricultural production** • Animal production B • Plant production B • Agricultural enterprises B	**Agricultural management** • Enterprise management • Evaluation of an agricultural enterprise's sustainability

Other Information

- A BYO laptop is a requirement for this subject.

Prerequisites

It is strongly recommended that only students who have achieved at least a 'C' or better in Year 10 Science or Rural Skills and Practices consider choosing this subject.

Assessment

Formative Assessments

Unit 1	Unit 2
Formative internal assessment • Data test	Formative internal assessment • Research investigation
Formative internal assessment • Student experiment	Formative internal assessment • Examination

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Ancient History

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.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World • Digging up the past (core) • Ancient societies — Beliefs, rituals and funerary practices	**Personalities in their time** • Hatshepsut • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Nero	**Reconstructing the Ancient World** • Fifth Century Athens (BCE) • Early Imperial Rome • Pompeii and Herculaneum • The 'Fall' of the Western Roman Empire • The Medieval Crusades	**People, power and authority** **Schools choose a study of power from:** • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic QCAA nominate one topic to be the basis for an external examination from: • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar

Other Information

- A BYO laptop is a requirement for this subject.

Prerequisites

It is strongly recommended that only students who have achieved at least a 'C' or better in Year 10 Geography or History consider choosing this subject.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment: • Examination - short responses to historical sources	Formative internal assessment • Investigation - historical essay based on research
Formative internal assessment • Independent source investigation	Formative internal assessment • Examination - essay in response to historical sources

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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 Assessment

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

Biology

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.

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.

Structure

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

Other Information

- A BYO laptop is a requirement for this subject.

Prerequisites

It is strongly recommended that only students who have achieved at least a 'C' or better in Year 10 Science consider choosing this subject.

Assessment

In Units 1 and 2 students complete four formative 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).

Formative Assessments

Unit 1	Unit 2
Formative internal assessment: • Data test	Formative internal assessment • Research investigation
Formative internal assessment • Student experiment	Formative internal assessment • Examination

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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 assessment

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

Business

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.

Objectives

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

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

Structure

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

Other Information

- Students may participate in compulsory excursions for assessment. The cost of these excursions are included in the Student Resource Scheme.
- A BYO laptop is a requirement for this subject.

Prerequisites

It is strongly recommended that only students who have achieved at least a 'C' or better in Year 10 English consider choosing this subject.

Assessment

Formative Assessments

Unit 1	Unit 2
Formative internal assessment • Examination — combination response	Formative internal assessment • Franchise Report
Formative internal assessment • Feasibility Report	Formative internal assessment • Examination — combination response

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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 assessment

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

Chemistry

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.

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals - structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions - reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

Other Information

- A BYO laptop is a requirement for this subject.

Prerequisites

It is strongly recommended that only students who have achieved at least a 'C' or better in Year 10 Science consider choosing this subject.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment: • Data test	Formative internal assessment • Research investigation
Formative internal assessment • Student experiment	Formative internal assessment • Examination

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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 assessment

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Drama

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

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience?	**Reflect** How is drama shaped to reflect lived experience?	**Challenge** How can we use drama to challenge our understanding of humanity?	**Transform** How can you transform dramatic practice?

Other Information

- A BYO laptop is a requirement for this subject.

Prerequisites

It is strongly recommended that only students who have achieved at least a high sound result or better in Year 10 English consider choosing this subject.

Assessment

In Units 1 and 2 students complete four formative assessments.

Assessment tasks will be a combination of written and spoken (acted) tasks. These formative tasks will reflect the Summative assessment in Units 3 and 4. Example tasks could include a performance and analytical essays. Practice projects address skills and knowledge such as directing, script-writing, analysing and creating texts.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment: • Performance	Formative internal assessment • Project – practice-led project - Directional concept - Performance
Formative internal assessment • Project – dramatic concept - Analytical essay - Dramatic concept with storyboard	Formative internal assessment • Examination – extended response

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

In Units 1 and 2 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 assessment

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

Economics

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

Economic literacy is essential for understanding current issues to make informed judgments and participate effectively in society. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. Economic models and analytical tools are used to investigate and evaluate outcomes to make decisions. In the process, students appreciate ideas, viewpoints and values underlying economic issues.

The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. Within this context, students study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions. The final units of the course dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. This segues to Australian economic management, as students analyse trends and evaluate economic policies.

Curiosity is essential when studying Economics — how can we best use and allocate resources and production, and what are the consequences of trade-offs? Accordingly, learning is centred on an inquiry approach that facilitates reflection and metacognitive awareness. Intellectual rigour is sharpened by the appraisal of a variety of often-contradictory data and information, which tests the role of assumptions in economic models, ideas and perspectives.

In the 21st century, the study of economics develops the transferable skills of critical thinking and questioning of assumptions. As students develop intellectual flexibility, digital literacy and economic thinking skills, they increase the tertiary pathways and opportunities in the workplace open to them.

Economics is based on possibility and optimism. It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connections with economic forces. The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Objectives

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

- comprehend economic concepts, principles and models
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning to suit the intended purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models • The basic economic problem • Economic flows • Market forces	**Modified markets** • Markets and efficiency • Case options of market measures and strategies	**International economics** • International trade • Global economic issues	**Contemporary macroeconomics** • Macroeconomic objectives and theory • Economic indicators and past budget stances. • Economic management

Other Information

- A BYO laptop is a requirement for this subject.
- In Year 11 the theme of "Wealth Creation – Making money through investment" will be embedded in Unit 1 and 2, and this will be built on in year 12.

Prerequisites

It is strongly recommended that only students who have achieved at least a 'C' or better in Year 10 Geography or History consider choosing this subject.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment: • Examination – combination response	Formative internal assessment • Examination – extended response to stimulus
Formative internal assessment • Investigation – research report	Formative internal assessment • Investigation – research report

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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 assessment

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

English

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.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Texts and culture** • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Textual connections** • Conversations about issues in texts • Conversations about concepts in texts.	**Close study of literary texts** • Creative responses to literary texts • Critical responses to literary texts

Other Information

- A BYO laptop is a requirement for this subject.

Prerequisites

- It is strongly recommended students who have achieved at least a high sound result or better in Year 10 English when considering choosing this subject.

Assessment

In Units 1 and 2 students complete four formative assessments. These will be a combination of written and spoken tasks.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment: • Extended response – persuasive spoken response	Formative internal assessment • Extended response – Imaginative written response (supervised seen examination)
Formative internal assessment • Extended response – written response for a public audience	Formative internal assessment • Examination – analytical written response (Supervised unseen examination)

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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 assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Spoken persuasive response	25%	Summative internal assessment 3 (IA3): • Examination — extended response	25%
Summative internal assessment 2 (IA2): • Written response for a public audience	25%	Summative external assessment (EA): • Examination — extended response	25%

General Mathematics

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.

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs	**Applications of linear equations and trigonometry, matrices and univariate data analysis** • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2	**Bivariate data and time series analysis, sequences and Earth geometry** • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities 1 • Loans, investments and annuities 2 • Graphs and networks • Networks and decision mathematics 1 • Networks and decision mathematics 2

Other Information

- A Scientific calculator is required for this subject – available from the school at a discount price
- A BYO laptop is a requirement for this subject.

Prerequisites

It is strongly recommended students studying General Mathematics will have received at least a high 'C' or better in Year 10 Mathematics. If this is not the case, then it is recommended students and parents discuss this with the Head of Department and /or the Guidance Officer.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Problem-solving and modelling task	Formative internal assessment 3 (FA3): • Examination (60 mins)
Formative internal assessment 2 (FA2): • Examination (120 mins)	Formative internal assessment 4 (FA4): • Examination (120 mins)

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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 assessment

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

Mathematical Methods

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.

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables	**Further calculus, trigonometry and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

Other Information

- A graphic calculator is required for this subject – available for purchase through the school at a discount price, or available for a $40 hire fee per year
- A BYO laptop is a requirement for this subject.

Prerequisites

It is strongly recommended students studying Mathematical Methods will have received at least a high 'C' or better in Year 10 Mathematics Extension. If this is not the case, then it is recommended students and parents discuss this with the Head of Department and /or the Guidance Officer.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Problem-solving and modelling task	Formative internal assessment 3 (FA3): • Examination (60 mins)
Formative internal assessment 2 (FA2): • Examination (2x 60 mins)	Formative internal assessment 4 (FA4): • Examination (2x 60 mins)

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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 assessment

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

Modern History

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.

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World • American Revolution, 1763-1783 (French and Indian War ends – Treaty of Paris signed) • French Revolution, 1789-1799 (Estates General meets – New Consulate established)	**Movements in the Modern World** • Women's movement since 1893 (Women's suffrage in New Zealand becomes law) • African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered)	**National experiences in the Modern World** • Soviet Union, 1920s-1945 (Russian Civil War ends – World War II ends) • Japan and China since 1931 (invasion of Manchuria begins)	**International experiences in the Modern World** • Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins) • Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins)

Assessment

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

Summative assessment

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

Physical Education

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.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and biomechanics in physical activity • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	**Sport psychology and equity in physical activity** • Sport psychology in physical activity • Equity — barriers and enablers	**Tactical awareness and ethics in physical activity** • Tactical awareness in physical activity • Ethics and integrity in physical activity	**Energy, fitness and training in physical activity** • Energy, fitness and training integrated in physical activity

Other Information

- A BYO laptop is a requirement for this subject.

Prerequisites

It is strongly recommended that only students who have achieved at least a 'C' or better in Year 10 English to consider choosing this subject.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Topic 1 - Formative internal assessment (FA1): • Project – Folio	Topic 3 - Formative internal assessment (FA3): • Project - Folio
Topic 2 - Formative internal assessment (FA2): • Examination - Combination response (120 mins)	Topic 4 - Formative internal assessment (FA4): • Report

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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 assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Topic 3 - Summative internal assessment 3 (IA3): • Project - Folio	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • Examination — combination response	25%

Physics

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

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

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

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

Structure

This subject follows an Alternate Sequence

Unit 1 / Unit 3	Unit 2 / Unit 4	Unit 3 / Unit 1	Unit 4 / Unit 2
Linear motion and waves • Linear motion and force	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model	**Waves Thermal, nuclear and electrical physics** • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism

Other Information

- A BYO laptop is a requirement for this subject.

Prerequisites

It is strongly recommended that only students who have achieved at least a 'C' or better in Year 10 Science consider choosing this subject.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment: • Data test	Formative internal assessment • Research investigation
Formative internal assessment • Student experiment	Formative internal assessment • Examination

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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 assessment

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

Specialist Mathematics

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices	**Complex numbers, further proof, trigonometry, functions and transformations** • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations	**Further complex numbers, proof, vectors and matrices** • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices	**Further calculus and statistical inference** • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Statistical inference

Other Information

- A graphic calculator is required for this subject - available for purchase through the school at a discount price, or available for a $40 hire fee per year
- A BYO laptop is a requirement for this subject.

Prerequisites

Students must be enrolled in Mathematical Methods to study Specialist Mathematics.

It is strongly recommended students studying Specialist Mathematics will have received at least a high 'C' or better in both Year 10 Mathematics Extension and Specialist Mathematics Preparation. If this is not the case, then it is recommended students and parents discuss this with the Head of Department and / or the Guidance Officer.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Problem-solving and modelling task	Formative internal assessment 3 (FA3): • Examination (60 mins)
Formative internal assessment 2 (FA2): • Examination (2x 60mins)	Formative internal assessment 4 (FA4): • Examination (2x 60 mins)

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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 assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Formative internal assessment 3 (IA3): • Examination (2x 60mins)	15%
Summative internal assessment 2 (IA2): • Examination (2x 60mins)	15%		
Summative external assessment (EA): 50% • Examination (2x 90mins)			

Visual Art

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based	**Art as code** Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based	**Art as knowledge** Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	**Art as alternate** Through inquiry learning, the following are explored: • 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

Other Information

- A BYO laptop is a requirement for this subject.

Prerequisites

It is strongly recommended that only students who have achieved at least a 'C' or better in Year 10 English consider choosing this subject.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment: • Project – experimental folio	Formative internal assessment • Project – inquiry-based folio
Formative internal assessment • Investigation – written report or multi modal presentation	Formative internal assessment • Examination – extended response

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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 assessment

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation – inquiry phase 1</td><td>15%</td><td rowspan="2">Formative internal assessment 3 (IA3):
• Project – inquiry phase 3</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project – inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination</td></tr>
</table>

Applied Subjects

Agricultural Practices

Applied

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

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Agricultural Practices is a four-unit course of study.

Unit	Unit title
Unit 1	Land-based animal production
Unit 2	Water-based animal production
Unit 3	Water-based plant production
Unit 4	Animal agribusiness

Other Information

- A BYO laptop is a requirement for this subject.

Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Drama in Practice

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.

Objectives

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

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

Structure

Drama in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit 1	Community
Unit 2	Collaboration
Unit 3	Commentary
Unit 4	Contemporary

Other Information

- A BYO laptop is a requirement for this subject.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Drama in Practice are:

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a purpose and context relevant to the unit.	**Devised scene** Up to 4 minutes (rehearsed) **Planning and evaluation of devised scene** • Written: up to 600 words
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script relevant to the unit.	**Director's brief** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Planning and evaluation of the director's brief** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform an excerpt of a published script or a devised scene connected to the directorial or devising project.	**Performance** Performance (live or recorded): up to 4 minutes

Early Childhood Studies

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.

Objectives

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

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

Structure

Early Childhood Studies is a four-unit course of study.

Unit	Unit title
Unit 1	Children's development
Unit 2	Play and creativity
Unit 3	Children's wellbeing
Unit 4	Literacy and numerary

Other Information

- A BYO laptop is a requirement for this subject.
- To create community connections, students will need to participate in excursions to local organisations to interact with children aged birth to five years

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

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

Essential English

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

Pathways

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

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 • Responding to texts • Creating texts	**Texts and human experiences** • Responding to texts • Creating texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Other Information

- A BYO laptop is a requirement for this subject.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment • Persuasive oral presentation – multimodal response	Formative internal assessment • Oral presentation - multimodal response
Formative internal assessment • Written response to stimulus under exam conditions	Formative internal assessment • Extended written response

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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 assessment

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response – spoken/signed response	Summative internal assessment 3 (IA3): • Extended response – multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment 4 (IA4): • Extended response – written response

Essential Mathematics

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.

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 problemssolve problems by applying mathematical conepts and techniques draw from Number, Data, Location and time, Measurement and Finance

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs • Fundamental topic: Calculations • Number • Representing data • Managing money	**Data and travel** • Fundamental topic: Calculations • Data collection • Graphs • Time and motion	**Measurement, scales and chance** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Probability and relative frequencies	**Graphs, data and loans** • Fundamental topic: Calculations • Bivariate graphs • Summarising and comparing data • Loans and compound interest

Other Information

- A scientific calculator is required for this subject – available from the school at a discount price
- A BYO laptop is a requirement for this subject.

Assessment

In Units 1 and 2 students complete four formative assessments.

Formative Assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Problem-solving and modelling task	Formative internal assessment 3 (FA3): • Problem-solving and modelling task
Formative internal assessment 2 (FA2): • Examination (60 mins)	Formative internal assessment 4(FA4): • Examination (60 mins)

NOTE: The order of formative assessment may change depending on the needs of students enrolled in the course

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 assessment

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

Hospitality Practices

Applied

Technologies have been 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. 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. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

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

Structure

Hospitality Practices is a four-unit course of study. The following units will be studied at Nanango State High School.

Unit	Unit title
Unit 1	Culinary trends
Unit 2	Bar and barista basics
Unit 3	Casual dining
Unit 4	Formal dining

Other Information

- A BYO laptop is a requirement for this subject.

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: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words

Information and Communication Technology

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, is it important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

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

Structure

Information & Communication Technology is a four-unit course of study.

Unit	Unit title
Unit 1	App development
Unit 2	Robotics
Unit 3	Digital imaging and modelling
Unit 4	Web development

Other Information

- A BYO laptop is a requirement for this subject.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Information & Communication Technology are:

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

Science in Practice

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

Structure

Science in Practice is a four-unit course of study.

Unit	Unit title
Unit 1	Ecology
Unit 2	Disease
Unit 3	Forensic Science
Unit 4	Transport

Other Information

- A BYO laptop is a requirement for this subject.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Science in Practice are:

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Social and Community Studies

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

Structure

Social and Community Studies is a four-unit course of study.

Unit	Unit title
Unit 1	Relationships and work environments
Unit 2	Australia and its place in the world
Unit 3	Lifestyle and financial choices
Unit 4	Legal and digital citizenship

Other Information

During the course of study, students will complete a Cert II in Active Volunteering. This qualification allows students to develop an understanding of the concepts of service, volunteering and community work – through engagement with the community, both within and external to their school.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Social & Community Studies are:

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	**Item of communication** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Sport and Recreation

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.

Objectives

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

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

Structure

Sport & Recreation is a four-unit course of study.

Unit	Unit title
Unit 1	Emerging trends in sport, fitness and recreation
Unit 2	Coaching and officiating
Unit 3	Community recreation
Unit 4	Event management

Other Information

- A BYO laptop is a requirement for this subject.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Sport & Recreation are:

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Performance** Performance: up to 4 minutes **Investigation, plan and evaluation** One of the following: • Multimodal up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes • Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Investigation and session plan** One of the following: • Multimodal up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes • Written: up to 500 words **Performance** Performance: up to 4 minutes **Evaluation** One of the following: • Multimodal up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes **Written: up to 500 words**

Visual Arts in Practice

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.

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

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

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

Pathways

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

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

Objectives

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

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

Structure

Visual Arts in Practice is a four-unit course of study.

Unit	Unit title
Unit 1	Looking outwards (others)
Unit 2	Looking inwards (self)
Unit 3	Clients
Unit 4	Transform & extend

Other Information

- A BYO laptop is a requirement for this subject.

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Visual Arts in Practice are:

Technique	Description	Response requirements
Project	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	**Experimental folio** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) OR **Prototype artwork** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes OR **Design proposal** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each) OR **Folio of stylistic experiments** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) AND **Planning and evaluations** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	**Resolved artwork** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes

Vocational Educational Training (VET) Courses

CPC10120 Certificate I in Construction / CPC20220 Certificate II in Construction Pathways

RTO Code 31193

Subject Type: VET **Duration:** 2 Years **QCE Credits:** 4

Description

The dual construction qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

The units of competency within the dual qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications.

Typically commencing in Year 11 and delivered 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. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Eligibility - Cost

CPC10120 Certificate I in Construction is eligible for funding through the Department of Employment, Small Business and Training (DESBT) who provide 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).
- 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 through Blue Dog Training. Fee for service cost = $1200.

CPC20220 Certificate II in Construction Pathways is not currently eligible for funding through the Department of Employment, Small Business and Training (DESBT). This portion of the Dual Qualification is being delivered by Blue Dog Training as a pilot program to 2025 enrolments and will not incur a fee for service cost.

Training & 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.

Unit code	Title
CPCCWHS1001	Prepare to work safely in the construction industry
CPCCCM2005	Use construction tools and equipment
CPCCOM1014	Conduct workplace communication
CPCCOM2001	Read and interpret plans and specifications
CPCCCM2004	Handle construction materials
CPCCCM1011	Undertake basic estimation and costing
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCVE1011	Undertake a basic construction project
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1015	Carry out measurements and calculations
CPCCCA2002	Use carpentry tools and equipment
CPCCCM2006	Apply basic levelling procedures
CPCCWF2002	Use wall and floor tiling tools and equipment

MEM20422 Certificate II in Engineering Pathways

RTO Code 31193

Subject Type: VET **Duration:** 2 Years **QCE Credits:** 4

Description

The qualification MEM20413 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. 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.

Training & 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.

Unit code	Title
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industry
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices
MEM18001	Use hand tools
MEM16008	Interact with computing technology
MEM18002	Use power tools/hand held operations
MEMPE002	Use electric welding machines
MEM16006	Organise & communicate information
MEM11011	Undertake manual handling
MEMPE007	Pull apart and re-assemble engineering mechanisms
MEMPE001	Use engineering workshop machines

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

Work placement

There is no work placement requirement for this certification.

Pathways

This qualification may articulate into employment within a number of trades including Boilermaker, Sheet metal worker and Fitter and Turner.

Certificate II in Manufacturing Technology

Subject Type: VET **Duration:** 2 Years **QCE Credits:** 4

Nanango State High School

RTO number: 30415

Qualification Description

This qualification provides the skills and knowledge for students to safely perform foundation manufacturing process tasks using a range of hand tools, portable power tools, welding equipment and fixed plant machinery.

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

Entry Requirements

There are no entry requirements for this qualification. Steel capped safety boots are an entry requirement to the Trade Training Workshop.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Nanango State High School Trade Training Centre (TTC).

Course units

To attain a MSM20216 Certificate II in Manufacturing, 5 core units and 5 elective units of competency must be achieved: The units offered are listed below.

Unit code	Title
MSMENV272	Participate in environmentally sustainable work practices
MSMWHS200	Work safely
MSS402001	Apply competitive systems and practices
MSS402051	Apply quality standards
MSS402080	Undertake root cause analysis
MSS402031	Interpret product costs in terms of customer requirements
MSMPCII295	Operate manufacturing equipment
MSMPCII296	Make a small furniture item from timber
MSMPCII298	Make an object from metal
MSMPCII299	Make an object from plastic

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification.

We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 10 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Fees

There are no additional costs involved in this course.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face to face instruction
- project based learning
- guided learning
- online training

Assessment

Assessment is competency based and completed in a simulated manufacturing environment. Units of competency are clustered and assessed in this way to replicate what occurs in a manufacturing as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Work placement

There is no work placement is required for this certification.

Pathways

This qualification may articulate into employment within one of the manufacturing industries.

See other qualifications at training.gov.au

Certificate II in Skills for Work and Vocational Pathways

Subject Type: VET **Duration:** 2 Years **QCE Credits:** 4

Nanango State High School

RTO number: 30415

Qualification description

This qualification is designed for students to develop foundation skills in preparation for workforce entry or vocational training pathways. Year 10 and 11 students will complete this course during their Career Development lessons. It is suitable for all students who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

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

Entry requirements

There are no entry requirements for this qualification. A BYOx Laptop is highly recommended for this subject.

Duration and location

This is a two-year course delivered in Years 10 and 11 on site at Nanango State High School.

Course units

To attain a FSK20119, Certificate II in Skills for Work and Vocational Pathways, 14 units of competency must be achieved

Unit code	Title
FSKDIG003	Use digital technology for non-routine workplace tasks
FSKWTG009	Write routine workplace texts
FSKLRG009	Use strategies to respond to routine workplace problems
FSKRDG010	Read and respond to routine workplace information
FSKOCM007	Interact effectively with others at work
FSKNUM015	Estimate, measure and calculate routine metric measurements for work
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKLRG011	Use routine strategies for work-related learning
FSKOCM005	Use oral communication skills for effective workplace presentations
FSKRDG008	Read and respond to information in routine visual and graphic texts
BSBPEF201	Support personal wellbeing in the workplace
FSKLRG010	Use routine strategies for career planning
BSBCRT201	Develop and apply thinking and problem solving skills
FSKLRG015	Manage own work-related learning

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- guided learning
- online training

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based and therefore no levels of achievement are awarded. Refer to Nanango State High School "Handbook for Vocational Education and Training for Students". Students will be provided with access to this book.

Assessment for this qualification is continuous and units of competency have been clustered into groups and assessed this way.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Work placement

No Work placement required for this course.

Students will have the opportunity to complete work experience in Year 10, however this is voluntary and is not essential to complete the course requirements.

Pathways

Foundation Skills Training Package qualifications may not be listed as an entry requirement for vocational qualifications.

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 14 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Further Information: *Contact Mr Brent Snow – HOD: Senior Schooling, VET, Social Science and Business (bsnow11@eq.edu.au). For information regarding support services and other general VET information refer to Nanango State High School 'Handbook for Vocational Education and Training for Students', and School Website (under 'Vocational Education').*

Certificate II in Sport and Recreation / Certificate III in Fitness

IMPORTANT **PROGRAM DISCLOSURE STATEMENT (PDS)**	***This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).*** ***To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select 'RTO Files'.***
REGISTERED TRAINING ORGANISATION	**Binnacle Training (RTO Code: 31319)**
Subject Type	**Vocational Education and Training (VET) Qualification**
Nationally Recognised Qualifications	**SIS30321 Certificate III in Fitness** ***PLUS entry qualification:*** **SIS20115 Certificate II in Sport and Recreation**
Course Length	**2 years**
Reasons to Study the Subject	Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients. QCE Credits: Successful completion of the Certificate III in Fitness contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE. This program also includes the following: • First Aid qualification and CPR certificate; *plus* coaching accreditation. • A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer).

ENTRY REQUIREMENTS

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

SIS30321 Certificate III in Fitness + SIS20115 Certificate II in Sport

Binnacle Training RTO 31319

<table>
<tr><td rowspan="2">Topics of Study / Learning Experiences</td><td>
<table>
<tr><th>TERM 1</th><th>TERM 2</th><th>TERM 3</th><th>TERM 4</th></tr>
<tr><td>• The Sport, Fitness and Recreation Industry
• Apply Knowledge of Coaching Practices
• Workplace Health and Safety
• SFR Laws and Legislation</td><td>• Respond to Emergencies
• Provide First Aid and CPR
• Risk Analysis
• Organise Work
• Community Fitness Programs</td><td>• Body Systems
• The Cardiorespiratory System
• Descriptive Terminology
• The Musculoskeletal System
• Provide Quality Customer Service
• Plan and Deliver Exercise Programs</td><td>• Introduction to Nutrition (Binnacle Online Delivery)
• Digital Technologies in the Workplace (Binnacle Online Delivery)
• Environmentally Sustainable Work Practices in the SFR Industry
<u>Finalisation</u>: SIS20115 Cert II in Sport Recreation</td></tr>
<tr><th>TERM 5</th><th>TERM 6</th><th>TERM 7</th><th>TERM 8</th></tr>
<tr><td>• Conducting Health Assessments
• Plan and Deliver Exercise Programs
• Anatomy & Physiology</td><td>• Older Clients
• Specific Population Clients
• Anatomy and Physiology</td><td>• Older Clients
• Specific Populations
• Anatomy and Physiology</td><td>• CPR refresher (optional)
<u>Finalisation</u>: SIS30315 Certificate III in Fitness</td></tr>
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</td></tr>
<tr><td>Learning and Assessment</td><td>
Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).
A range of teaching/learning strategies will be used to deliver the competencies. These include:
• Practical tasks
• Hands-on activities involving participants/clients
• Group work
• Practical experience within the school sporting programs and fitness facility
• Log Book of practical experience
Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. 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.
<u>NOTE</u>: This program involves an 'outside subject' weekly component as follows:
• MANDATORY: A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.
• RECOMMENDED: 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.
All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (minimum 40 hours).
</td></tr>
<tr><td>Pathways</td><td>
The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:
• Exercise Physiologist
• Teacher – Physical Education
• Sport Scientist
Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar
Students may also choose to continue their study by completing the Certificate IV in Fitness.
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Certificate III in Business + Certificate II Tourism

RTO Code: 31319

Delivery Overview

This Dual Qualification program – BSB30120 Certificate III in Business + SIT20122 Certificate II in Tourism is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Upon successful completion students will achieve a maximum 8 QCE credits (Certificate II = 4 credits; plus, Certificate III = 4 credits with 50% new learning).

Language, Literacy and Numeracy Skills

A Language, Literacy & 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. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

Course Outline

Students will participate in the delivery of a range of business and tourism activities and projects within the school. Graduates will be competent in a range of essential workplace skills - including customer service, personal effectiveness, teamwork and relationships, business technology and critical thinking. Students will also investigate business opportunities and participate in a Tourism industry discovery.

Assessment

Program delivery will combine both class-based tasks and practical components in a real business environment at the school. This involves the delivery of a range of projects and services within their school community. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities including customer interactions
- Group projects

Evidence contributing towards competency will be collected throughout the course.

Course Schedule – Year 1

- Introduction to the Business Services and Tourism/Travel industries
- Personal Wellbeing in the Workplace
- Organise Personal Work Priorities
- Source, use and present information on the Tourism and Travel industry
- Research Using the Internet
- Public Activities and Events
- Business Software Applications
- WHS and Sustainable Work Practices
- Providing Information to Visitors and Customers
- Interacting with Customers
- Social and Cultural Sensitivity

Inclusive Work Practices and Workplace Communication

Course Schedule – Year 2

Inclusive Work Practices and Workplace Communication

- Inclusive Work Practices
- Workplace Communication
- Working in a Team
- Critical Thinking Skills
- Producing Business Documents
- Delivering Customer Service

Finalisation of qualifications: BSB30120 Certificate III in Business + SIT20116 Certificate II in Tourism.

Pathways

The Dual Qualification Program - Certificate III in Business + Certificate II in Tourism - will predominantly be used by students seeking to enter the Business Services and Tourism and Travel industries. For example:

- Customer Service Assistant
- Receptionist and Office Assistant
- Administration Officer
- Retail Sales Assistant

Students may also choose to continue their study by completing the Certificate IV or Diploma (e.g. Business or Tourism) at another RTO or a Bachelor Degree (e.g. Business or Tourism Management) at a University

Program Disclosure Statement

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