



Our Vision

# Excellence in Education for All

Our Values

# Learning, Respect & Safety

## YEAR 11 & 12 2024

*This booklet was prepared with information that was correct at the time of print.  
Updated information will be maintained on our website.*

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# Introduction

Maroochydore State High School provides every student with the opportunity to prepare for success in life through learning and high quality education. Our pathways supported curriculum is built on strong traditional values of Learning, Respect and Safety, which is enhanced by excellent teaching and learning experiences.

## 21<sup>st</sup> Century Skills

Acquiring a broad set of skills during senior schooling is critical to student success in further education and in life. The world is changing and research suggests that to meet the demands of the 21<sup>st</sup> century, students need more than core subject knowledge.<sup>1</sup> In order to be successful, they need to become lifelong learners and global citizens who create opportunities and are confident in pursuing their passions.<sup>2</sup>

As a result, the Queensland Curriculum and Assessment Authority (QCAA) has identified and defined a set of 21<sup>st</sup> century skills based on national and international research about the skills students need in the 21<sup>st</sup> century. Along with literacy and numeracy, these 21<sup>st</sup> century skills are the underpinning factors that shape not only the development of the General senior syllabuses<sup>3</sup> but underpin Applied senior syllabuses and VET curriculum and courses.

These 21<sup>st</sup> century skills will help prepare Maroochydore State High School students by giving them the knowledge, skills and confidence they need to be equipped for the demands of higher education, work and life and to participate effectively in the community and the economy in a complex and rapidly changing world.

## Curriculum Philosophy

The following principles are fundamental to our philosophy

1. Every graduating student leaves with a QCE or QCIA and a VET qualification or ATAR of worth. Worth refers to pathways and qualifications that are in demand and lead to employment, particularly in growth industries in our local area.
2. Senior secondary curriculum provides three clear pathways (university, tertiary options and employment) to accommodate the different aspirations, orientations and capacities of our students.
3. To best prepare all students for further education, training, work and ultimately successful transition to adulthood, all seniors will study at least one English and Maths course and participate in the pastoral care program.
4. Monitoring of student academic progress (and wellbeing) will occur on a regular basis and feedback provided to students and caregivers so that collaboratively we can work towards positive outcomes for all students.
5. Teachers will utilise research-based teaching strategies and use our clearly defined pedagogical framework to maximise learning outcomes. These strategies and learning experiences will reflect the developmental stages of our young people.

1 Bruniges, M 2012, 21st Century Skills for Australian Students, report from 21st Century Skills Forum, Tokyo, Japan, 14 November, NSW Education and Communities, Sydney NSW, [www.dec.nsw.gov.au/documents/15060385/15385042/21C\\_skills\\_for\\_Australian\\_students\\_141112.pdf](http://www.dec.nsw.gov.au/documents/15060385/15385042/21C_skills_for_Australian_students_141112.pdf).

2 Department of Education and Training 2016, Advancing Education: An action plan for education in Queensland, [www.advancingeducation.qld.gov.au](http://www.advancingeducation.qld.gov.au).

3 Queensland Curriculum and Assessment Authority (QCAA) 2017 21st Century Skills for senior curriculum: A position paper. [https://www.qcaa.qld.edu.au/downloads/senior/snr\\_syll\\_redev\\_21st\\_century\\_skills\\_position\\_paper.pdf](https://www.qcaa.qld.edu.au/downloads/senior/snr_syll_redev_21st_century_skills_position_paper.pdf)

# Senior Secondary Standards

All senior secondary students at Maroochydore State High School are required to demonstrate behaviours that are aligned with the school values of Learning, Respect and Safety, which are clearly outlined in the MSHS Student Code of Conduct.

It is also expected that given students are post-compulsory in age, they will demonstrate workplace appropriate behaviours, some examples of which include:

- Responsibility for personal progress, actions and choices.
- Punctuality.
- Preparedness.
- Following dress and grooming requirements.
- A positive attitude.

## Performance Concern (PC) Monitoring Process

The academic outcomes, attendance, effort and behaviour of all senior secondary students are closely monitored across all subjects during each term. If concerns arise because:

- Attendance rate falls below 92%
- Students demonstrate unsatisfactory Effort and/or Behaviour in two or more subjects on their reports
- and Special Provision arrangements have not been organised through the appropriate support channels then;

1. **PC Level 1:** Support will be given to assist students to achieve an appropriate standard with parent and student contact made. If significant improvements in the areas of concern are not demonstrated, then the student moves to PC Level 2.
2. **PC Level 2:** An interview is held with the Deputy Principal and/or other support staff to determine if continued enrolment is a viable option. If improvements are still not demonstrated after a pre-determined time period, then the student will be given a Show Cause or Warning for Cancellation of Enrolment notice.
3. If **Cancellation of Enrolment** proceeds, the student will be offered support to move into other earning or learning options.

# Student Wellbeing

Our young people are growing up in a world driven by new technologies and economic globalisation. Their future means they need a new set of cognitive, social and emotional skills for success.

We know that a supportive environment that combines a focus on wellbeing and learning is optimal — without one, the other will not happen. Responding to individual and group differences, promoting collaborative learning, connecting to the hearts and minds of every student and teaching students how to manage their wellbeing, are just some of the ways our teachers are making sure students thrive. To further support this, we provide inclusive environments that nurture the wellbeing of all students so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence.

There will be times however when students may require extra support for various physical, social and/or emotional reasons. In these circumstances, we use a wrap-around approach which involves parents, school support staff and services, health professionals and other agencies to best support our students. In particular, our Student Services team includes:

- School Guidance Officers
- Deans of Students
- School Based Youth Health Nurse
- School Based Police Officer
- School Chaplain
- IFYS and other youth support workers

You can make an appointment to see any of the Student Services team via the Student Counter at the Office or visit them in G Block.

# Subject Resources

## Textbooks and Resources

Maroochydore SHS runs a Student Resource Scheme (SRS). Parents can voluntarily join the scheme or elect to purchase these same texts and learning resources (including publications, work sheets, diaries etc.) as listed on Subject Resource List (available at the Office). The scheme purchases in bulk and has the buying power to significantly reduce the costs to parents. The SRS is approved by the P&C Association each year.

The additional user-pays subject levies for consumables (for example, excursions) are a requirement for some subjects. If these levies cannot be met, it will be necessary for students to choose another subject that does not have the associated costs.

# Computers: BYOd Program

Maroochydore State High School recognises the critical role that digital technologies play in enhancing student learning outcomes.

Digital Technologies:

- Enhance independence and self-initiated learning among students
- Promotes the development of 21st Century teaching and learning
- Facilitates the creation and sharing of knowledge
- Allows differentiation in learning

To facilitate this, Maroochydore State High School embraces a Bring Your Own Device (BYOd) program for all students.

## What is a Bring Your Own Device (BYOd) scheme?

Students are required to provide their own laptop device for use at school. The school will provide access to the internet, printing services and shared network drives for these devices and allow students to use the devices in class to support teaching and learning. Students are also able to install the Adobe software suite onto their devices at no extra charge.

One of the rationales for the BYOd scheme is that students will be comfortable using a device that they "own" and manage themselves. They should be familiar with how it works and the software installed on the device.

A minimum specifications table is available via the Office to assist in purchasing a suitable Windows or Apple device.

There is an annual connectivity and licensing fee to cover the cost of participating in the BYOd program.

## Participation in the BYOd scheme

Parents and families who choose to participate in the BYOd scheme need to:

- Read and understand the policies and procedures outlined in this document.
- Sign the BYOd Student Participation and Connectivity Request Form
- Pay the connectivity and licensing fee upon invoice
- Read and understand the Acceptable Use Policy (AUP)

# Senior School Qualifications

## Senior Education Profile

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

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

For more information about the SEP see: [www.qcaa.qld.edu.au/senior/certificates-qualifications/sep](http://www.qcaa.qld.edu.au/senior/certificates-qualifications/sep).

## Queensland Certificate of Education (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 and a Queensland Curriculum and Assessment Authority (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. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling.

The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.



## QCE Requirements

As well as meeting the following 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.

The infographic consists of four rounded rectangular boxes arranged in a 2x2 grid. Each box contains a colored circle with a requirement name, followed by a description and a list of details.

- Set amount** (green circle): 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** (blue circle): 12 credits from completed Core courses of study and 8 credits from any combination of:
  - Core
  - Preparatory (maximum 4)
  - Complementary (maximum 8).
- Set standard** (orange circle): Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.
- Literacy & numeracy** (teal circle): Students must meet literacy and numeracy requirements through one of the available learning options.

For more information about the QCE requirements, see the following factsheets, which are available on the **QCAA website at [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)**:

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

## Queensland Certificate of Individual Achievement (QCIA)

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

## Statement of Results

Students are issued with a Statement of Results in the December following the completion of a QCAA (Queensland Curriculum & Assessment Authority) - developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

# Australian Tertiary Admission Rank (ATAR)

From 2020, the Australian Tertiary Admission Rank (ATAR) will replace the Overall Position (OP) as the standard pathway to tertiary study for Queensland Year 12s. The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. The ATAR itself is the standard measure of overall school achievement and is a rank indicating a student's position overall relative to other students. It is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'.

The Queensland Tertiary Admissions Centre (QTAC) will calculate ATARs for Queensland school leavers.

## ATAR Calculation

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

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

## English and Mathematics requirements for an ATAR

To be eligible for an ATAR;

- Satisfactory completion of a QCAA English subject is required
- Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.
- Only General English subjects or Applied English subjects can be included in the ATAR, but not both.
- Only General Mathematics subjects or Applied Mathematics subjects can be included in the ATAR, but not both.

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

## Vocational Education and Training (VET) and the ATAR

Each VET qualification level (Certificate III or higher) will have a single scaled score that can be included in a student's ATAR. For example, a Certificate III in Hospitality and a Certificate III in Fitness will each have the same scaled score; this will be regardless of the duration or area of study of the Certificate III.

It is expected that the scaled score for a completed VET diploma will be higher than that for a completed VET Certificate IV, which in turn will be higher than the scaled score for a completed VET Certificate III.

# Pathways to Success

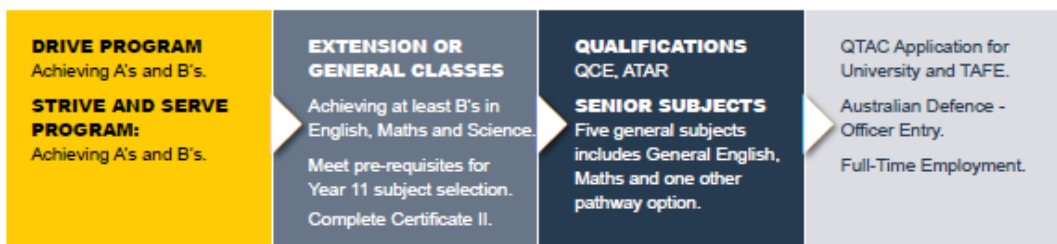
At Maroochydore State High School, we offer *Excellence in Education for All*. This means we value all pathways that lead students to not only achieve a senior qualification but to become responsible citizens who can work productively and/or contribute to their community. Students are encouraged to select subjects as part of their senior program based on their knowledge needs, interests/talents and aspirations to lead them on a University, Tertiary Options or Employment pathway.



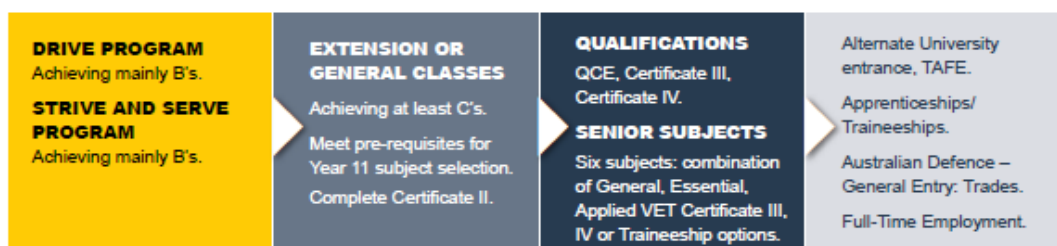
## Pathways TO SUCCESS



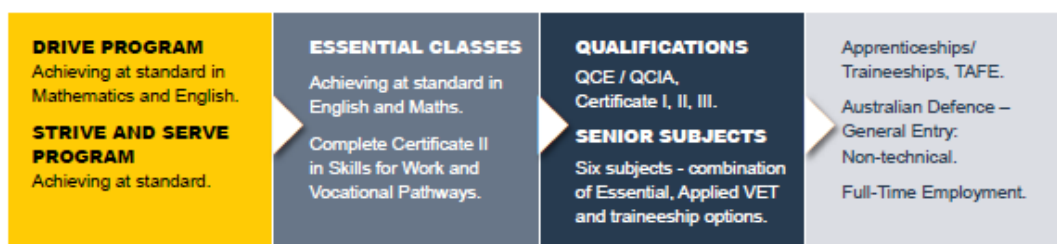
### UNIVERSITY PATHWAY



### TERTIARY OPTIONS PATHWAY



### EMPLOYMENT PATHWAY



# How to choose senior subjects

It is important to plan before choosing your senior subjects. Consider the following:

1. What knowledge do you need? What would you like to know?
2. Do you have skills that you would like to develop further? What are your interests?
3. What careers are you interested in pursuing?
4. What have been your academic strengths and weaknesses so far?
5. Have you met Year 10 pre-requisites? What qualifications do you need for future courses?
6. What are the tertiary entry requirements for courses you are interested in?

Many students do not know what they want to do when they leave school, but choosing the right combination of subjects will provide balance and keep options open.

The QCAA has many resources available including the Plan your Pathway fact sheet (below) which you can access at [www.qcaa.qld.edu.au/senior/new-snr-assessment-te/senior-pathway-planning](http://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/senior-pathway-planning)

## 1 Think about your abilities, interests and ambitions

Whatever you want to do when you leave school, you can choose from a wide range of senior secondary learning options to help you get there. Consider the subjects you're good at and you enjoy.

What do you want to do?	What learning options will get you there?
I plan to do further study	<input type="checkbox"/> QCAA General subjects <input type="checkbox"/> school-based apprenticeships and traineeships
I'd like to learn a trade	<input type="checkbox"/> QCAA Applied subjects <input type="checkbox"/> university subjects completed while at school
I want to find a job	<input type="checkbox"/> QCAA Short Courses <input type="checkbox"/> vocational education and training (VET) courses <input type="checkbox"/> workplace learning <input type="checkbox"/> recognised certificates and awards

## 2 Check what you need for your QCE

To receive a Queensland Certificate of Education (QCE), you must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. You can choose from the learning options above.



## 3 Check tertiary entrance requirements and VET qualifications you may need

Tertiary entrance	VET
<p>To get into many tertiary courses, you'll need an Australian Tertiary Admission Rank (ATAR). To be eligible, you have to:</p> <ul style="list-style-type: none"> <li>• satisfactorily complete an English subject</li> <li>• complete 5 General subjects, or 4 General subjects + 1 Applied subject or VET course at Certificate III or above.</li> </ul> <p>Some university courses also have other prerequisites.</p>	<p>VET courses develop your skills and get you ready for work. When you study VET, you can leave school with:</p> <ul style="list-style-type: none"> <li>• a statement of attainment (when you complete one or more units)</li> <li>• qualification/s and a record of results (when you meet all the requirements).</li> </ul>

## 4 Develop your plan

- Talk with your school about available courses, then explore your options and find your pathway at [www.qcaa.qld.edu.au/senior/new-snr-assessment-te](http://www.qcaa.qld.edu.au/senior/new-snr-assessment-te).
- Check the QTAC website for eligibility requirements.

# Career planning resources

## Maroochydore State High School Careers Website

For further comprehensive information on all things career related, visit our school careers page at: [www.maroochydocareers.com](http://www.maroochydocareers.com) or investigate the following websites

- **Job Outlook** is an Australian Government website providing information about Australian careers, labour market trends and employment projections, covering around 350 individual occupations. It includes an interactive [Career Quiz](#) that helps to identify work styles and suggests careers options.
- **myfuture** is a comprehensive career and education website that help students explore career options based on their skills and interests.
- **Open Colleges** contains career information, links and resources about career pathways and relevant online learning courses.
- **myPROFILER** is a career profiling tool developed by TAFE Queensland that uses visual responses to stimulus to suggest career choices that match talents, skills and interests.
- **The Good Universities Guide** is a course comparison website that helps students find courses, explore careers and search for scholarships at Australian universities, TAFEs and training colleges.
- **Study Assist** is an Australian Government website giving students information about assistance for financing tertiary study.
- **Apprenticeships Info** is a one-stop shop for information about apprenticeships and traineeships in Queensland. [Australian Apprenticeships](#) provides information about Australian apprenticeships for employers, job seekers, school leavers and career advisers. [Australian Apprenticeships Pathways](#) helps students find available apprenticeships and provides links to job pathways charts and job descriptions.
- The **Group Training Australia** website is a directory of organisations offering traineeships and apprenticeships across the country.
- **MySkills** provides information about vocational education and training and connects students with nationally accredited training providers. [Queensland Skills Gateway](#) contains everything students need to know about vocational education and training in Queensland, including courses, training providers, government funding and career pathways.
- **JobActive** includes job advertisements, information about training providers and tips on résumé writing and writing job applications. [JobAccess](#) contains information about disability employment services, including job advertisements, financial support for workplace modifications and support for finding or changing jobs.

# Senior subjects

Maroochydore State High School offers three types senior subject syllabuses — General, Applied and Vocational Education and Training courses (VET courses). Results in General, Applied subjects and VET subjects contribute to the QCE and may contribute to an ATAR calculation. No more than one result in an Applied subject or Certificate III VET subjects can be used in the calculation of a student's ATAR.

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

## General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling – University and Tertiary options Pathways.

## Applied syllabuses

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

# Underpinning factors

All senior syllabuses are underpinned by:

Literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content

Numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

## General syllabuses

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

21<sup>st</sup> century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

## Applied syllabuses

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

applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts

community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom

core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

# General syllabuses: Structure

The syllabus structure consists of a course overview and assessment.

## General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

# General syllabus: Assessment

## Units 1 and 2 assessments

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

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

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

## Units 3 and 4 assessments

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

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

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

## Instrument-specific marking guides

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

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

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



# Applied syllabuses: Structure

The syllabus structure consists of a course overview and assessment.

## Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

## Applied syllabus: Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

At least *two* but no more than *four* internal assessments for Units 1 and 2 will be developed and these assessments will provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

### Instrument-specific standards matrixes

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

### Essential English and Essential Mathematics — Common internal assessment

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

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

developed by the QCAA

common to all schools

delivered to schools by the QCAA

administered flexibly in Unit 3

administered under supervised conditions

marked by the school according to a common marking scheme developed by the QCAA.

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

### Summative internal assessment — instrument-specific standards

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

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



# Vocational Education and Training (VET)

VET refers to education and training that focuses on delivering skills and knowledge required for specific industries. It is a learning option for students in the senior phase of learning. Student achievement in subjects with vocational competencies receives credit towards qualifications recognised nationally within the Vocational Qualification Framework (VQF).

## Participating in VET can:

- provide credit points towards the attainment of a Queensland Certificate of Education and/or the attainment of a nationally recognised VET qualification
- receive an industry specific vocational Certificate or Statement of Attainment
- support students' transitions to employment, vocational and higher education pathways

## Other benefits of participating in VET include (but are not limited to):

- obtaining practical experience from work
- gaining familiarity on how a workplace operates
- developing employability skills
- developing and improving interpersonal skills
- allowing students to explore the potential career path they would like to pursue

## Students at Maroochydore State High School can access VET in a number of ways including:

- through Maroochydore State High School (RTO 30397) as a Registered Training Organisation
- at TAFE Queensland
- through another Registered Training Organisation
- through a School-Based Apprenticeship or Traineeship

Vocational Education and Training (VET) in Schools allows students to remain enrolled at school while completing vocational training delivered either by Maroochydore State High Schools' Registered Training Organisation (RTO 30397) or by other external Registered Organisations.

## Enrolment Options

### Option 1

Choose a course that is delivered by qualified teachers at the School under our Registered Training Organisation 30397.

### Option 2

Choose a course that is delivered by qualified teachers at the school under an external RTO.

### Option 3

There are many Registered Training Organisations that offer nationally recognised training; these organisations offer programs specially targeting students in the Senior Phase of Learning. These include:

- TAFE Queensland
- Coastal Cookery Trade Training Centre (CCTTC)
- Sunshine Coast Technical Trade Training Centre (SCTTTC)

There are limited numbers in many of these courses, so it is important that you complete an expression of interest by given set date. Contact the Vocational Education Officer for further information.

### Option 4

School Based Apprenticeships and Traineeships. Contact the Vocational Education Officer for further information.

## VET qualifications

To ensure the requirements for the amount and breadth of learning for a QCE are met, limitations are placed on the amount of QCE credit that can contribute to the QCE for some VET qualifications.

Credit for the QCE is accrued when a student completes new learning. When students complete multiple VET qualifications, an RTO may transfer credit from completed units of competencies from one qualification toward completion of another qualification. New learning in VET is identified as units of competency that recorded as competent, rather than credit transfer. Credit transfer relates to learning in VET qualifications, which is different from credit contributing to a QCE.

### QCE credit and qualifications from the same VET training package

When a student completes or partially completes multiple qualifications from the same VET training package, the highest-level qualification in the Core category of learning will contribute credit to a QCE. A student who completes only a Certificate I from a training package accrues credit in the Preparatory category of learning. A student who completes a Diploma or Advanced Diploma accrues credit in the Complementary category of learning.

To ensure the breadth of learning, a maximum of eight credits from the same training package can contribute to a QCE.

All completed qualifications are recorded on the statement of results.

### VET Credit transfer and QCE credit

Credit accrues to the QCE when a student completes new learning.

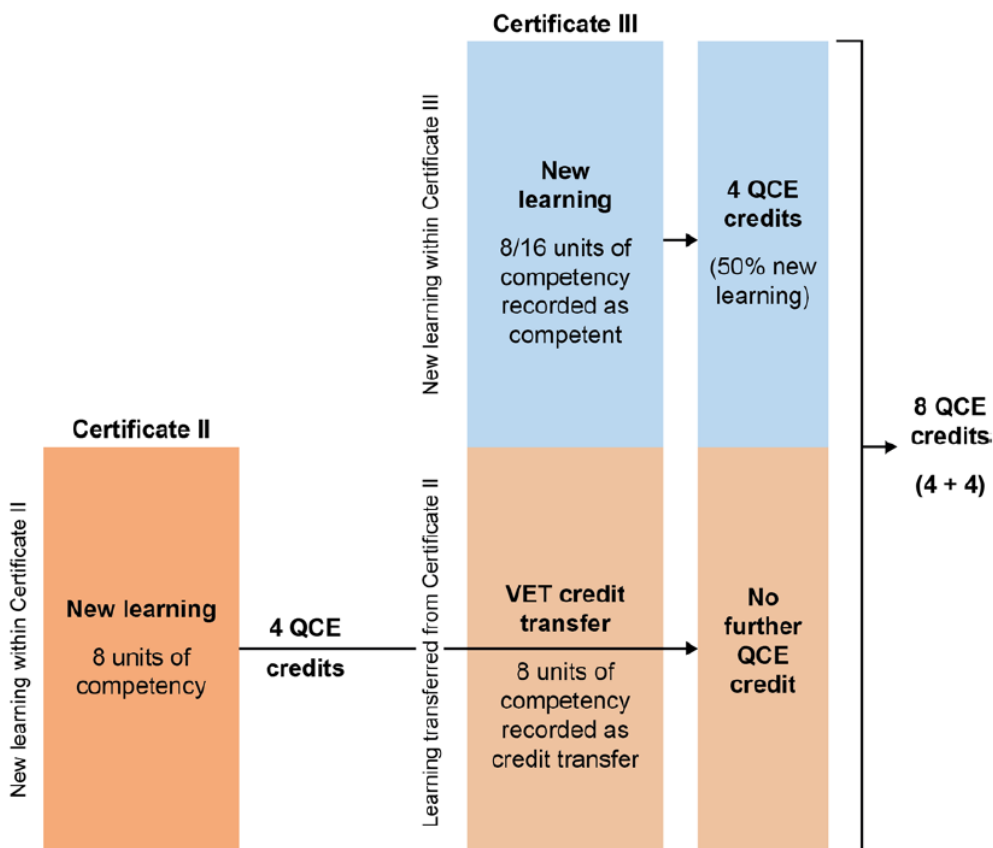
For certification, when competencies within a qualification are reported as credit transfer, this is not considered to be new learning. All completed VET qualifications are recorded on the statement of results.

The following table outlines the credit that contributes to a QCE when a VET qualification is completed or partially completed and units of competency are recorded as VET credit transfer.

QCE credit contribution with VET qualifications completed with a combination of new learning and VET credit transfer.

QCE credit	Amount of new learning completed
Full QCE credit	≥ 90%
75%	≥ 75%
50%	≥ 50%
25%	≥ 25%
0%	< 25%

**Example of QCE credit for Certificates II and III with VET credit transfer from any training packages**



**VET Student Handbook**

Maroochydore State High School will, prior to course commencement, give students all relevant information about the course curriculum, program of study, availability of learning resources and appropriate support services. Students will also be given access to a current copy of the curriculum associated with the qualification.

**Roles And Responsibilities**

Maroochydore State High School;

- recognises the importance of students receiving a broad-based education, comprising both general and vocational education and training
- will provide the teachers and equipment to run courses. If the school loses access to these resources, it will provide students with alternative opportunities to complete the course and the related qualification. The school retains the right to cancel the course if it is unable to meet requirements. If a student enrolls late into a Vocational Education and Training course, that student may not complete all competencies to enable them to attain the full qualification. If this is the case, the student will receive a Statement of Attainment outlining the competencies they have completed.
- has a process in place that enables students to apply for Recognition of Prior Learning (RPL) for the vocational education competencies (refer to the VET Student handbook for further information)
- has a process for addressing any concerns a student may have and offers the students access to a range of people who can provide advice and guidance about the vocational education program.

**Maroochydore State High School has a complaints and appeals policy specific to the RTO operations:**

A complaint can be made to the school Registered Training Organisation (RTO) regarding the conduct of Maroochydore State High School, its trainers, assessors or other school RTO staff; students of Maroochydore State High School; any third parties providing services on behalf of Maroochydore State High School (if relevant)

An appeal can be made to Maroochydore State High School to request a review of a decision, including assessment decisions.

Maroochydhore State High School will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process. All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal. If Maroochydhore State High School considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter.

If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested.

Complaints or appeals should be directed to the principal as CEO of Maroochydhore State High School [admin@maroochydhorehs.eq.edu.au](mailto:admin@maroochydhorehs.eq.edu.au). Refer to complaints and appeals policy and procedure document for further information.

**Students are asked to:**

- refer to the Curriculum handbook / website and
- partake in VET induction sessions.

**Enrolment And Admission**

Access to VET Certificates is open to all students, regardless of race, gender and ability. Subjects will be offered if enrolment numbers are viable and human and physical resources comply with VQF standards.

**Fees**

Subject charges vary according to individual Certificate requirements – refer to individual course information outline in this booklet, VET Offerings and VETiS Funding forms. If a student withdraws from a course where Maroochydhore State High School is the registered training provider, a pro-rata refund policy applies. Where students are undertaking a course provided by an external registered training provider, students and parents should carefully read their refund policy as outlined in each course description.

Refer to the VET documentation located on the School Website: [www.maroochydhorehs.eq.edu.au](http://www.maroochydhorehs.eq.edu.au)

## School-Based Apprenticeship and Traineeships

School-based apprentices and trainees, typically in Years 10, 11 and 12, are trained in the workplace and with a training organisation, in their chosen apprenticeship or traineeship while continuing to study towards their QCE or QCIA.

To commence a SAT, a student must have the support of the employer, the school, supervising registered training organisation and their parent/guardian.

The employer, student and parent/guardian (if applicable and appropriate) will be required to sign a training contract with the assistance of an Australian Apprenticeship Support Network [AASN] provider agreeing to work together for the length of the apprenticeship or traineeship.

It is anticipated that, prior to lodging the training contract for registration, the AASN provider will ensure that the parties to the contract work together and with the parent or guardian and the school, to negotiate a schedule of education, training and employment (ETES). There must be some impact on the student's school timetable for the program to be considered school-based and this schedule will show that impact.

Please contact the Vocational Liaison Officer on 5409 7333 for further information or go to the website <http://apprenticeshipinfo.qld.gov.au>

# Senior students – what you need to know

The new senior assessment and tertiary entrance system (or New QCE) means there has been a change to the way curriculum is delivered. School routines, student workload and expectations are now very different compared to those experienced by senior students in the OP system.

## Time Management and assessment workload

In the new QCE system, students are no longer working towards a traditional end of term exam block. While the number of assessment items for General and Applied subjects has been reduced, the timing of this assessment will be different for each subject. Work is also blocked into Units (Unit 1, 2, 3, 4) which run across holiday periods. As a result, students will notice they may be preparing for assessment at non-traditional times (for example, very early in the term) or their peak workload time is different to other students, due to individualised learning programs.

## Assessment attendance and exam blocks

- Exam assessment will be completed on student flexible learning days unless students are otherwise advised. Students are required to attend these sessions unless an AARA (Access Arrangement and Reasonable Adjustment) has been approved. Should a clash with TAFE, traineeship or other external learning provider arise, students are expected to make alternative arrangements with their trainers or employers.
- Exam Blocks (Year 11). At least one exam block will occur during Week 3 of Term 4.
- Exam Blocks (Year 12). A MSHS mock exam block will occur during Week 10 of Term 3 (attendance is compulsory). QCAA External Assessment will occur during Weeks 4-7 of Term 4
- VET competency catch-up lessons run during exam blocks. Student attendance is compulsory, unless otherwise advised.
- Mock Exams: Sample external assessment instruments are available on the QCAA website. These demonstrate one possible format for an external assessment item for each subject and assess learning in Units 3 & 4. Studying to the mock exam will not guarantee success as they have been designed for demonstration purposes only

## Subject changes

Subject changes between General subjects during Year 11 and 12 should be avoided, where possible, as these can significantly disrupt the students learning program and/or successful completion of the QCE qualification. If a student would like to change subjects, they will need to meet with a senior school staff member or guidance officer to discuss options. An appointment can be made via the Office.

## Academic Integrity & Misconduct

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning have responsibility for promoting and maintaining academic integrity.

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. If a student is found to engage in academic misconduct, the school's school assessment policy will guide consequences which can include suspension and/or loss of credit and QCE attainment.

Examples of academic misconduct include (but are not limited to);

- Cheating while under supervised conditions
- Collusion
- Contract cheating
- Copying work
- Disclosing or receiving information about an assessment
- Fabricating
- Impersonation
- Misconduct during an examination
- Plagiarism or lack of referencing
- Self-plagiarism
- Significant contribution of help

To ensure students and parents/carers understand the important concept of Academic Integrity, the QCAA has created an online course which all families can access through the MyQCE website <https://myqce.qcaa.qld.edu.au/>

### **Access Arrangements and Reasonable Adjustments (AARA) - a brief overview**








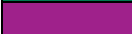

AARA's are provided to minimise barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. Students are NOT eligible for AARA or extension to due dates when matters arise from the student's or parent's/carer's own choosing (eg family holidays), as per the QCE and QCIA policy and procedures handbook section 6.3.2 Ineligibility. To align with QCAA policy, Principal Exemptions for School Absence for Year 11 and 12 students will not be approved. If holidays are taken by the family and requirements of the course are not met, students may compromise their qualification and/or be given the option to complete their QCE over a three-year period.

In situations where students experience disability, impairment, a medical condition or other barrier which may affect their assessment participation, the school will work with the student and their families to create reasonable assessment adjustments. Students will need to produce a medical certificate if an extension to assessment due date is required due to injury/illness. Refer to the school's assessment policy for further information or make an appointment to see a senior school staff member or guidance officer via the Office.

### **Year 10 Pre-requisites required for Senior Subjects**

The Year 10 curriculum has been designed to create a strong learning foundation for students coming into Year 11 subjects. As a result, students must meet Year 10 curriculum pre-requisites to be considered for enrolment in senior subjects. Students new to Maroochydore State High School will meet with the Deputy Principal or senior school staff member during their enrolment interview to discuss transfer pathways. Refer to the Year 10 Pre-requisites for Senior Subjects list for a complete overview.

### **Colour Legend for subject pages**

	English
	Mathematics
	Science
	Humanities and Social Studies
	Technologies
	The Arts
	Health and Physical Education
	Languages
	VET

# Year 11 Pre-requisites Guide – Senior Subjects 2024

Key Learning Area	Type of Subject	Year 11 Subject	Assumed knowledge	
			By the end of Year 10 students should have met the following pre-requisites	Achievement Level
English	General	English	English Oral and Written Skills	C
	Applied	Essential English	English Oral and Written Skills	D-C
		Literacy	Nil	
Mathematics	General	Specialist Mathematics	Mathematical Methods Specialist Mathematics Preferred	B
	General	Mathematical Methods	Mathematical Methods	B
	General	General Mathematics	General Mathematics	B or HOD approval
	Applied	Essential Mathematics	Nil	-
		Numeracy	Nil	
Science	General	Physics	Physical Sciences	B or HOD approval
	General	Chemistry	Physical Sciences	B or HOD approval
	General	Biology	Biological Sciences or Physical Sciences	B or HOD approval
	General	Marine Science	Biological Sciences or Physical Sciences	B or HOD approval
	Applied	Aquatic Practices	Any Science	C
Humanities	General	Ancient History	General English and Humanities	C
	General	Modern History	General English and Humanities	C
	General	Legal Studies (can include 10971NAT Certificate IV in Justice Studies RTO: 32123)	English and Humanities	C
	VET	Certificate IV in Justice Studies	English and Humanities	C
Business	General	Business	General English and Humanities	C
	VET	Diploma in Business	General English	
	VET	Certificate III in Business	Nil	-
	VET	BSB20120 Certificate II in Workplace Skills RTO: 30397MSHS	Nil	-
Languages	General	Japanese	Japanese	C
Creative Industries	General	Music	Year 10 Music	C
		Instrumental Music	Conversation with IM Coordinator	
	General	Drama	General English	Recommended
	General	Film, Television & New Media	General English	C
	General	Visual Art	General English and Art	C
	Applied	Visual Arts in Practice	Year 9 or Year 10 Art	Recommended
Health & Physical Education	General	Physical Education	General English and HPE	C or HOD approval
	Applied	Sport and Recreation	Nil	-
	Applied	Sport and Recreation (Surfing)	Offered to EQI students only	HOD approval
	VET	SIS30315 Certificate III in Fitness RTO: 31319	General English and Mathematics	C
	Offline VET	HLT23215 Certificate II in Health Support Services CHC22015 Certificate II in Community Services HLT33115 Certificate III in Health Services Assistant RTO: 40548 IVET Institute	General English and Mathematics	C
Information Technology	General	Digital Solutions	General English	C
	Applied	Information and Communication Technologies	Nil	-
Life Technologies	VET	SIT20116 Certificate II/SIT30616 III in Tourism RTO: 5710	Nil	-
	VET	SIT20322 Certificate II/SIT30622 III in Hospitality RTO: 5710	Nil	-
	VET	SIT20416 Certificate II in Kitchen Operations RTO: 0275	Nil	HOD approval
Industrial Technology & Design	General	Aerospace Systems	General English and General Math	C
	General	Design	General English and General Math	C
	Applied	Engineering Skills	Nil	-
	Applied	Furnishing Skills	Nil	-

# General Mathematics

General

## General senior subject

General Mathematics is designed to equip students with mathematical skills to meet their needs in their future studies or employment. General Mathematics focuses on practical skills of Number, Measurement, Geometry and statistics coupled with an exploration of algebra, networks and matrices which have many applications in business, logistics and management.

### Pathways

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. General Mathematics will also provide a solid foundation for future careers in a trade.

### Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices

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

### Pre-requisites

Obtain a minimum B level of achievement in Year 10 General Mathematics or HOD approval.

### Special Requirements

- Scientific Calculator
- Hire of e-textbook
- Casio Fx-82AU II - Plus 2<sup>nd</sup> edition (other calculators may not meet subject requirements)
- Two exercise books
- Ruler
- Exam prep. Book (Year 12 only)
- BYO Laptop and internet access

### Structure

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

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

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



## General senior subject

Mathematical Methods is designed to equip students with skills to solve complex mathematical problems encountered in many engineering, science and commerce situations. Students undertaking the course have a strong background in algebra and graphing and are considering tertiary education.

### Pathways

Mathematical Methods is a common pre-requisite in the fields of natural and physical sciences (especially physics and chemistry), mathematics, computer science, engineering, business, medical and health sciences.

### Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

### Pre-requisites

Obtain a minimum B level of achievement in Year 10 Mathematical Methods and a high level of confidence in algebra.

### Special Requirements

- Recommended completion of Year 10 Specialist mathematics elective
- Graphics Calculator TI-84+ - Hired from Resource Centre
- Two exercise books
- Hire charge for e-text
- Exam preparation book (Year 12 only)
- BYO Laptop and internet access

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Algebra, statistics and functions</b> <ul style="list-style-type: none"> <li>• Arithmetic and geometric sequences and series 1</li> <li>• Functions and graphs</li> <li>• Counting and probability</li> <li>• Exponential functions 1</li> <li>• Arithmetic and geometric sequences</li> </ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>• Exponential functions 2</li> <li>• The logarithmic function 1</li> <li>• Trigonometric functions 1</li> <li>• Introduction to differential calculus</li> <li>• Further differentiation and applications 1</li> <li>• Discrete random variables 1</li> </ul>	<b>Further calculus</b> <ul style="list-style-type: none"> <li>• The logarithmic function 2</li> <li>• Further differentiation and applications 2</li> <li>• Integrals</li> </ul>	<b>Further functions and statistics</b> <ul style="list-style-type: none"> <li>• Further differentiation and applications 3</li> <li>• Trigonometric functions 2</li> <li>• Discrete random variables 2</li> <li>• Continuous random variables and the normal distribution</li> <li>• Interval estimates for proportions</li> </ul>

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

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

# Specialist Mathematics

General

## General senior subject

Specialist Mathematics is designed for students who have a passion for mathematics and who seek to extend their knowledge. Specialist mathematics builds on the topics taught in Mathematical Methods to allow a greater sophistication of modelling problems.

### 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, and prove propositions 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.

### Pre-requisites

- Obtain a minimum B level of achievement in Year 10 Mathematical Methods
- Preferred study in Year 10 Specialist Maths

### Special Requirements

- Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.
- Graphics Calculator TI-84+ - Hired from Resource Centre
- BYO Laptop and internet access
- Hire of etext - Two exercise books
- Exam preparation book (Year 12 only)

### Structure:

Unit 1	Unit 2	Unit 3	Unit 4
<b>Combinatorics, vectors and proof</b> <ul style="list-style-type: none"> <li>• Combinatorics</li> <li>• Vectors in the plane</li> <li>• Introduction to proof</li> </ul>	<b>Complex numbers, trigonometry, functions and matrices</b> <ul style="list-style-type: none"> <li>• Complex numbers 1</li> <li>• Trigonometry and functions</li> <li>• Matrices</li> </ul>	<b>Mathematical induction, and further vectors, matrices and complex numbers</b> <ul style="list-style-type: none"> <li>• Proof by mathematical induction</li> <li>• Vectors and matrices</li> <li>• Complex numbers 2</li> </ul>	<b>Further statistical and calculus inference</b> <ul style="list-style-type: none"> <li>• Integration and applications of integration</li> <li>• Rates of change and differential equations</li> <li>• Statistical inference</li> </ul>

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

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

## Applied senior subject

Essential Mathematics is designed to build student confidence in using mathematical skills in their everyday life. Essential Mathematics has an emphasis using the concepts of number, money, data, measurement and graphing in practical situations.

### Pathways

A course of study in Essential Mathematics promotes general employment and successful participation in society.

### Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance

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

### Pre-requisites

This course will suit students who have completed Year 10 Essential Mathematics and have had past difficulties in mathematics

### Special Requirements

- Scientific Calculator Casio Fx-82AU II Plus 2<sup>nd</sup> edition
- Two exercise books
- Ruler
- Photocopying fee for booklet
- Access to E book
- BYO Laptop and internet access

### Structure

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

**Assessment:** In Units 3 and 4 students complete four summative assessments. Three summative internal assessments pieces are developed by MSHS and 1 common internal assessment (CIA) piece will be developed by the QCAA.

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

## Short Course Subject

Numeracy Short Course is designed to equip students to gain mathematical knowledge and understanding, mathematical problem-solving skills, literacy skills and positive beliefs and attitudes.

### Pathways

This Short Course in Numeracy is a one-unit course of study, developed to meet a specific curriculum need. Results in Numeracy do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

### Objectives

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

- learn a variety of strategies to develop and monitor their own learning

- identify and communicate mathematical information that is embedded in a range of texts and contexts from everyday life and work
- use mathematical processes and strategies to solve problems in a range of situations
- reflect on outcomes and the appropriateness of mathematical processes used.

### Pre-requisites

Nil

### Special Requirements

- Scientific Calculator Casio Fx-82AU II Plus 2<sup>nd</sup> edition
- Two exercise books
- Ruler
- Photocopying fee for booklet
- BYO Laptop and internet access

## Structure

### Unit 1

#### Topic 1: Personal identity and education

In Topic 1, students develop numeracy and learning skills in the contexts of expressing personal identity, achieving personal goals, and understanding and interacting with the wider community.

Students use mathematics to make sense of the world and learn to apply mathematics in a context for a social purpose. They learn to apply numeracy skills and mathematics in structured learning situations, whether learning towards a formal qualification, learning within a community-based program, or formal or informal on-the-job learning and training.

#### Topic 2: The work environment

In Topic 2, students develop their skills of numeracy and learning through activities that relate to preparing for and seeking employment, operating in an existing workplace, and/or entering a new work environment. They use mathematics to deal with situations in the work environment that involve the use and application of a range of mathematical skills and knowledge.

## Assessment:

### Unit 1

#### Topic 1: Personal identity and education

The assessment for this topic consists of two parts:

- an extended response — oral mathematical presentation (Internal assessment 1A)
- a student learning journal (Internal assessment 1B).

#### Topic 2: The work environment

The assessment for this topic consists of two parts:

- an examination — short response (Internal assessment 2A)
- a student learning journal (Internal assessment 2B).

## General senior subject

Senior English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers.

Learners use language, analyse perspectives and evidence, and challenge ideas and varying interpretations with diverse text.

### Pathways

The English Course promotes open-mindedness, imagination, critical awareness and intellectual flexibility - skills that prepare students for 21<sup>st</sup> Century and lifelong learning across different context.

### Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences

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

### Pre-requisites

Obtain a minimum C level of achievement in Year 10 General English

### Special Requirements

- BYO Laptop. 16GB USB/storage

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Perspectives and texts</b> <ul style="list-style-type: none"> <li>• Examining and creating perspectives in texts</li> <li>• Responding to a variety of non-literary and literary texts</li> <li>• Creating responses for public audiences and persuasive texts</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>• Examining and shaping representations of culture in texts</li> <li>• Responding to literary and non-literary texts, including a focus on Australian texts</li> <li>• Creating imaginative and analytical texts</li> </ul>	<b>Textual connections</b> <ul style="list-style-type: none"> <li>• Exploring connections between texts</li> <li>• Examining different perspectives of the same issue in texts and shaping own perspectives</li> <li>• Creating responses for public audiences and persuasive texts</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>• Engaging with literary texts from diverse times and places</li> <li>• Responding to literary texts creatively and critically</li> <li>• Creating imaginative and analytical texts</li> </ul>

**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 receive an overall subject result (A-E). Units 1 and 2 (Year 11) mirror the Unit 3 and 4 assessment tasks using different texts.

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

## Applied senior subject

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others. They continue to build skills to understand, accept and challenge the values/attitudes in texts.

### Pathways

The Essential English Course promotes open-mindedness, imagination, critical awareness — skills with Vocational and/or ATAR Pathways.

### 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
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts

- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- 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 mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

### Pre-requisites

Nil

### Special Requirements

- BYO Laptop and 16GB storage.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Language that works</b> <ul style="list-style-type: none"> <li>• Responding to a variety of texts used in and developed for a work context</li> <li>• Creating multimodal and written texts</li> </ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>• Responding to reflective and nonfiction texts that explore human experiences</li> <li>• Creating spoken and written texts</li> </ul>	<b>Language that influences</b> <ul style="list-style-type: none"> <li>• Creating and shaping perspectives on community, local and global issues in texts</li> <li>• Responding to texts that seek to influence audiences</li> </ul>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identities, places, events and concepts</li> </ul>

**Assessment:** Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

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



# English and Literature Extension (Year 12 only)

Applied

## General senior subject

English & Literature Extension is offered in Units 3 and 4 to students who are independent learners, highly successful in English and keen to extend their learning in this area.

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and therefore offers more challenge than other English courses as it builds on the study students have already undertaken.

English & Literature Extension provides a theorised study of literature, and ways for students to understand themselves and the potential of literature to expand the scope of their experiences. Students ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued. Students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken/signed extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

## Pathways

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

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

Unit 3	Unit 4
<b>Ways of reading</b> <ul style="list-style-type: none"><li>• Readings and defences</li><li>• Complex transformation and defence</li></ul>	<b>Language that influences</b> <ul style="list-style-type: none"><li>• Extended academic research paper</li><li>• Application of theory</li></ul>

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

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

## Objectives

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

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

## Pre-requisites

Year 12 English

## Special Requirements

- BYO Laptop and 16GB storage.

## Literacy Short Course

Literacy Short Course focuses on aspects of literacy. Effective literacy is intrinsically purposeful, flexible and dynamic, and involves the integration of speaking, listening and critical thinking with reading and writing.

This Short Course in Literacy is a one-unit course, developed to meet a specific curriculum need. Results in Literacy do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

### Pathways

Literacy is a Short Course suited to students who are interested in pathways beyond school that lead to vocational education and/or work. A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services.

Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

### Objectives

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

- learn a variety of strategies to develop and monitor their own learning
- select and apply reading and oral strategies to comprehend and make meaning in texts
- demonstrate the relationships between ideas and information in written, oral, visual and multimodal texts
- evaluate and communicate ideas and information in written, oral, visual or digital modes
- learn and use textual features and conventions, including vocabulary and grammatical structures.

### Pre-requisites

Nil

### Special Requirements

- BYO Laptop and 16GB storage.
- Two exercise books

### Structure

Unit 1	
<b>Topic 1</b> <ul style="list-style-type: none"><li>• In Topic 1, students develop reading, writing, oral communication and learning skills through expressing personal identity, achieving personal goals, and understanding and interacting with the wider community.</li></ul>	<b>Topic 2</b> <ul style="list-style-type: none"><li>• In Topic 2, students develop reading, writing, oral communication and learning skills through activities that relate to preparing for and seeking employment, operating in an existing workplace, and/or entering a new work environment.</li></ul>

**Assessment:** Students will complete two summative internal assessments that count towards their overall subject result. Students will receive an overall subject result (A-E)

Unit 1
<b>Topic 1: Personal identity and education</b> <p>The assessment for this topic consists of two parts:</p> <ul style="list-style-type: none"><li>• an extended response — written (Internal assessment 1A)</li><li>• a student learning journal (Internal assessment 1B)</li></ul>
<b>Topic 2: The work environment</b> <p>The assessment for this topic consists of two parts:</p> <ul style="list-style-type: none"><li>• an extended response — spoken/signed (Internal assessment 2A)</li><li>• a reading comprehension task (Internal assessment 2B).</li></ul>



## General senior subject

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. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations.

### Pathways

Study of Modern History can lead to employment in the fields of history, education, psychology, law, business, economics, politics, journalism, the media, health and social sciences. Modern History also can be studied for enjoyment.

### Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

### Pre-requisites

To gain the most out of this course, students should obtain a minimum C level of achievement in Year 10 Humanities (Sem 1) and/or History (Sem 2) and Year 10 English.

### Special Requirements

- Access to Laptop / Excursion to University Queensland.

Structure (Teacher selects *two* topics from each unit to study)

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Ideas in the Modern world</b></p> <ul style="list-style-type: none"> <li>• Australian Frontier Wars, 1788-1930s</li> <li>• American Revolution, 1763-1783</li> <li>• French Revolution, 1789-1799</li> <li>• Age of Imperialism, 1848-1914</li> <li>• Meiji Restoration, 1868-1912</li> <li>• Russian Revolution, 1905-1920s</li> <li>• Xinhai Revolution, 1911-1912</li> <li>• Iranian Revolution, 1977-1979</li> <li>• Arab Spring since 2010</li> <li>• Alternative topic for Unit 1.</li> </ul>	<p><b>Movements in the Modern World</b></p> <ul style="list-style-type: none"> <li>• Australian Indigenous rights movement since 1967</li> <li>• Workers' movement since the 1860s</li> <li>• Women's movement since 1893</li> <li>• May Fourth Movement in China, 1919</li> <li>• Independence movement in Vietnam, 1945-1975</li> <li>• Anti-apartheid movement in South Africa, 1948-1991</li> <li>• African-American civil rights movement, 1954-1968</li> <li>• LGBTIQ civil rights movement since 1969</li> <li>• Alternative topic for Unit 2.</li> </ul>	<p><b>National Experiences in the Modern world</b></p> <ul style="list-style-type: none"> <li>• Australia, 1914-1949</li> <li>• England, 1756-1837</li> <li>• France, 1799–1815</li> <li>• New Zealand, 1841-1934</li> <li>• Germany, 1914-1945</li> <li>• United States of America, 1917-1945</li> <li>• Soviet Union, 1920s-1945</li> <li>• Japan, 1931-1967</li> <li>• China, 1931-1976</li> <li>• Indonesia, 1942-1975</li> <li>• India, 1947-1974</li> <li>• Israel, 1948-1993</li> <li>• South Korea, 1948-1972</li> </ul>	<p><b>International Experiences in the Modern World</b></p> <ul style="list-style-type: none"> <li>• Australian engagement with Asia since 1945</li> <li>• Search for collective peace and security since 1815</li> <li>• Trade and commerce between nations since 1833</li> <li>• Mass migrations since 1848</li> <li>• Genocides and ethnic cleansings since the 1930s</li> <li>• Nuclear Age since 1945</li> <li>• Cold War, 1945-1991</li> <li>• Struggle for peace in the Middle East since 1948</li> <li>• Cultural globalisation since 1956</li> <li>• Rights and recognition of First Peoples since 1982</li> <li>• Terrorism, anti-terrorism and counter-terrorism since 1984</li> </ul> <p>QCAA will nominate one of these topics to become the basis for an external examination.</p>

**Assessment:** Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E).

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

## General senior subject

Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Ancient History shows how modern society has its origins in the Ancient World of Greece and Rome.

### Pathways

Study of Ancient History can lead to employment in the fields of archaeology, history, education, psychology, law, business, economics, politics, journalism, the media, health and social sciences. Ancient History also can be studied for enjoyment.

### Objectives

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

- comprehend terms, issues and concepts

- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

### Pre-requisites

To gain the most out of this course, students should obtain a minimum C level of achievement in Year 10 Humanities (Sem 1) and/or History (Sem 2) and Year 10 English.

### Special Requirements

- Access to Laptop / Excursion to University Queensland.

Structure (Teacher selects *two* topics from each unit to study)

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Investigating the ancient world</b></p> <ul style="list-style-type: none"> <li>Digging up the past</li> <li>Ancient societies</li> <li>Slavery; Art and architecture;</li> <li>Weapons and warfare;</li> <li>Technology and engineering;</li> <li>The family;</li> <li>Beliefs, rituals and funerary practices.</li> </ul>	<p><b>Personalities in their time</b></p> <ul style="list-style-type: none"> <li>Hatshepsut; Akhenaten; Xerxes; Perikles; Alexander the Great; Hannibal Barca; Cleopatra; Agrippina the Younger; Nero; Boudica; Cao Cao; Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub); Richard the Lionheart</li> <li>Alternative choice of personality</li> </ul>	<p><b>Reconstructing the ancient world</b></p> <ul style="list-style-type: none"> <li>Thebes — East and West, 18<sup>th</sup> Dynasty Egypt</li> <li>The Bronze Age Aegean</li> <li>Assyria from Tiglath Pileser III to the fall of the Empire</li> <li>Fifth Century Athens (BCE)</li> <li>Philip II and Alexander III of Macedon</li> <li>Early Imperial Rome</li> <li>Pompeii and Herculaneum</li> <li>Later Han Dynasty and the Three Kingdoms</li> <li>The 'Fall' of the Western Roman Empire</li> <li>The Medieval Crusades</li> </ul>	<p><b>People, power and authority</b></p> <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> <li>Ancient Egypt — New Kingdom Imperialism</li> <li>Ancient Greece — the Persian Wars — the Peloponnesian War</li> <li>Ancient Rome — the Punic Wars — Civil War and the breakdown of the Republic</li> </ul> <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> <li>Thutmose III, Rameses II, Themistokles, Alkibiades</li> <li>Scipio Africanus, Caesar, Augustus</li> </ul>

**Assessment:** Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E).

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

## General senior subject

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

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

### 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.

### Structure

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

**Assessment:** Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E).

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

### Objectives

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience

### Pre-requisites

Obtain a minimum C level of achievement in Year 10 English or Humanities. There is no requirement for students to have studied Business subjects in Years 9 or 10.

### Special Requirements

Students **MUST** be part of the BYOd Laptop Program with appropriate software and internet access to successfully take part in this subject.

An excursion to conduct an industry enquiry may take place. The business organisation/s will depend on availability and course content.

## General senior subject

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

### Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics.

### Objectives

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

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

### Pre-requisites

Obtain a minimum C level of achievement in Year 10 English or Humanities. There is no requirement for students to have studied Business subjects in Years 9 or 10.

### Special Requirements

- BYOd Laptop with internet access

### Structure

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

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

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

# Aerospace Systems (Year 11 only)

General

## General senior subject

Aerospace Systems provides opportunities for students to learn about the fundamentals, history and future of the aerospace industry. Students gain knowledge of aeronautics, aerospace operations, human factors, safety management and systems. Students develop skills that include analysis, decision-making, justification and evaluation.

### Pathways

A course of study in Aerospace Systems can establish a basis for further education and employment in the fields of aviation management, flying streams, engineering and aerospace technical disciplines.

### Objectives

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

- recognise and describe aerospace systems problems, knowledge, concepts and principles
- symbolise and explain ideas, solutions and relationships
- analyse problems and information

- determine solution success criteria for aerospace problems
- synthesise information and ideas to propose possible solutions
- generate solutions to provide data to assess the feasibility of proposals
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

### Pre-requisites

Obtain a minimum C level of achievement in Year 10 English and General Mathematics.

### Special Requirements

Access to a computer is highly desirable.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Introduction to aerospace systems and structures</b> <ul style="list-style-type: none"> <li>• Solving aerospace problems</li> <li>• The evolving aerospace industry</li> <li>• Introduction to aerodynamics</li> <li>• Introduction to aircraft systems</li> <li>• Introduction to aviation weather systems</li> </ul>	<b>Emerging aerospace technologies</b> <ul style="list-style-type: none"> <li>• Operational assets</li> <li>• Operational environments</li> <li>• Operational control systems</li> <li>• Future applications</li> </ul>	<b>Aerospace operational systems</b> <ul style="list-style-type: none"> <li>• International and national operational and safety systems</li> <li>• Airspace management</li> <li>• Safety management systems</li> <li>• Operational accident and incident investigation processes</li> <li>• Airport and airline operation systems</li> </ul>	<b>Aircraft performance systems and human factors</b> <ul style="list-style-type: none"> <li>• Aircraft performance</li> <li>• Aircraft navigation</li> <li>• Advanced navigation and radio communication technologies</li> <li>• Human performance and limitations</li> </ul>

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

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

## General senior subject

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills.

### Pathways

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

### Objectives

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping

- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

### Pre-requisites

Obtain a minimum C level of achievement in Year 10 General English

### Structure

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

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

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



## Applied senior subject

Engineering Skills focuses on the underpinning industry practices and production processes. Students gain an understanding of technical information and safe practical production processes. Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry.

### Pathways

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. Employment opportunities may be found, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist.

### Objectives

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

- describe industry practices in manufacturing tasks

- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations

### Pre-requisites

Nil

### Special Requirements

Ability to meet safe work requirements

### Structure

The Engineering Skills course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> <li>Industry practices</li> <li>Production processes</li> </ul>	<ul style="list-style-type: none"> <li>Fitting and machining</li> <li>Sheet metal working</li> <li>Welding and fabrication</li> </ul>

### Assessment

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

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> <li>written: 500-900 words</li> <li>spoken: 2½-3½ minutes</li> <li>multimodal                             <ul style="list-style-type: none"> <li>non-presentation: 8 A4 pages max (or equivalent)</li> <li>presentation: 3-6 minutes</li> </ul> </li> <li>product: continuous class time.</li> </ul>	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> <li>60-90 minutes</li> <li>50-250 words per item</li> </ul>

## Applied senior subject

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities. Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry.

### Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. Employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, upholsterer, furniture restorer.

### Objectives

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills

- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

### Pre-requisites

Nil

### Special Requirements

Ability to meet safe work requirements

### Structure

The Furnishing Skills course is designed around core and elective topics.

Core topics	Elective topics	
<ul style="list-style-type: none"> <li>• Industry practices</li> <li>• Production processes</li> </ul>	<ul style="list-style-type: none"> <li>• Cabinet-making</li> <li>• Furniture finishing</li> <li>• Furniture-making</li> </ul>	<ul style="list-style-type: none"> <li>• Glazing and framing</li> <li>• Upholstery</li> </ul>

### Assessment

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

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> <li>• written: 500-900 words</li> <li>• spoken: 2½-3½ minutes</li> <li>• multimodal                             <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3-6 minutes</li> </ul> </li> <li>• product: continuous class time.</li> </ul>	Students demonstrate production skills and procedures in class under teacher supervision.



## General senior subject

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways. The course utilises a video game development perspective to enable students to develop these skills

### Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

### Objectives

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

- recognise and describe elements, components, principles and processes

- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

### Pre-requisites

Obtain a minimum C level of achievement in English.

### Special Requirements

- An 8GB USB Drive
- Students will be required to have access to modern computers outside the classroom (eg student BYO laptop or home computer etc.)

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Creating with code</b> <ul style="list-style-type: none"> <li>• Understanding digital problems</li> <li>• User experiences and interfaces</li> <li>• Algorithms and programming techniques</li> <li>• Programmed solutions</li> </ul>	<b>Application and data solutions</b> <ul style="list-style-type: none"> <li>• Data-driven problems and solution requirements</li> <li>• Data and programming techniques</li> <li>• Prototype data solutions</li> </ul>	<b>Digital innovation</b> <ul style="list-style-type: none"> <li>• Interactions between users, data and digital systems</li> <li>• Real-world problems and solution requirements</li> <li>• Innovative digital solutions</li> </ul>	<b>Digital impacts</b> <ul style="list-style-type: none"> <li>• Digital methods for exchanging data</li> <li>• Complex digital data exchange problems and solution requirements</li> <li>• Prototype digital data exchanges</li> </ul>

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> <li>• Investigation — technical proposal</li> </ul>		<ul style="list-style-type: none"> <li>• Project — folio</li> </ul>	
Summative internal assessment 2 (IA2):	30%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> <li>• Project — digital solution</li> </ul>		<ul style="list-style-type: none"> <li>• Examination</li> </ul>	

## Applied senior subject

Information and Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today. The subject includes core knowledge, understanding and skills relating to hardware, software and ICT in society. The core is explored through elective contexts that provide the flexibility needed to accommodate new technology, and the wide range of interests and abilities of the students who study it.

### Pathways

A course of study in Information and 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:

- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problem-solving processes and solutions, and make recommendations.

### Pre-requisites

Nil

### Special Requirements

- A 16GB USB drive

### Structure

The Information and Communication Technology course is designed around core and elective topics

Core topics	Elective topics	
<ul style="list-style-type: none"> <li>• Hardware</li> <li>• Software</li> <li>• ICT in Society</li> </ul>	<ul style="list-style-type: none"> <li>• Animation</li> <li>• Application Development (Computer Games)</li> <li>• Digital Imaging and Modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Document Production</li> <li>• Online Communication</li> <li>• Website Production</li> </ul>

### Assessment

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

- at least two projects
- at least two extended responses

Project	Extended Response
A response to a single task, situation and/or scenario in a module of work that provides students with authentic and/or real-world opportunities to demonstrate their learning.	This technique assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
A project consists at least two of the following components: <ul style="list-style-type: none"> <li>• product: continuous class time</li> <li>• written: 500-900 words</li> <li>• spoken: 2½-3½ minutes</li> <li>• multimodal: 3-6 minutes</li> </ul>	An extended response consists of a product component and at least one of the following components: <ul style="list-style-type: none"> <li>• Written: 600-1000 words</li> <li>• Spoken: 3-4 minutes</li> <li>• Multimodal: 4-7 minutes</li> </ul>

# Physical Education

## General senior subject

General

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They 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 engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

### Structure

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

**Assessment:** Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E).

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

### 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.

### Pre-requisites

Obtain a minimum C level of achievement in English and Physical Education in Year 10 or with HOD approval.

### Special Requirements

Nil

# Sport & Recreation

## Applied senior subject

Applied

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

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

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

### Structure

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

Unit Option	Unit title
Unit 1	Fitness for sport and recreation
Unit 2	Event management
Unit 3	Coaching and officiating
Unit 4	Athlete development and wellbeing

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

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 should:

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

## General senior subject

Biology provides opportunities for students to engage with living systems. Students plan and carry out fieldwork, laboratory and other research investigations and 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 and explain scientific concepts, theories, models and systems and their limitations

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

### Pre-requisites

Obtain a minimum B level of achievement in Year 10 Biological Sciences or Physical Sciences. C level of achievement will require HOD approval.

### Special Requirements

Nil

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>Cells as the basis of life</li> <li>Multicellular organisms</li> </ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>Homeostasis</li> <li>Infectious diseases</li> </ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>Describing biodiversity</li> <li>Ecosystem dynamics</li> </ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>DNA, genes and the continuity of life</li> <li>Continuity of life on Earth</li> </ul>

### Assessment:

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

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

### Summative assessments

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

## General senior subject

Chemistry is the study of materials and their properties and structure. Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations.

### Pathways

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

### Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations

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

### Pre-requisites

Obtain a minimum B level of achievement in Year 10 Physical Sciences. C level of achievement will require HOD approval.

### Special Requirements

- Nil

## Structure

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

**Assessment:** Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E).

## Summative assessments

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



## General senior subject

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

### Pathways

A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

### Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations

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

### Pre-requisites

Obtain a minimum B level of achievement in in Year 10 Biological Sciences or Physical Sciences. C level of achievement will require HOD approval.

### Special Requirements

Ability to swim

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Oceanography</b> <ul style="list-style-type: none"> <li>An ocean planet</li> <li>The dynamic shore</li> </ul>	<b>Marine biology</b> <ul style="list-style-type: none"> <li>Marine ecology and biodiversity</li> <li>Marine environmental management</li> </ul>	<b>Marine systems — connections and change</b> <ul style="list-style-type: none"> <li>The reef and beyond</li> <li>Changes on the reef</li> </ul>	<b>Ocean issues and resource management</b> <ul style="list-style-type: none"> <li>Oceans of the future</li> <li>Managing fisheries</li> </ul>

### Assessment

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

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

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

## General senior subject

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students develop appreciation of the contribution physics makes to society. They understand how models and theories are refined and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence.

### Pathways

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

### Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations

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

### Pre-requisites

Obtain a minimum B level of achievement in Year 10 Physical Sciences. C level of achievement will require HOD approval.

It is recommended to take Mathematical Methods.

### Special Requirements

Nil

## Structure

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

## Assessment

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

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

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



## Applied senior subject

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings. Students gain insight into the management of aquatic regions and their ecological and environmental systems.

### Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture.

### 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.

### Pre-requisites

Obtain a minimum C level of achievement in any Year 10 Science.

### Special Requirements

Ability to swim.

**Structure:** Aquatic Practices is a four-unit course of study. The four units will be selected from the following six QCAA developed units.

Unit option	Unit title
Unit option A	Aquatic ecosystems
Unit option B	Coastlines and navigation
Unit option C	Recreational and commercial fishing
Unit option D	Aquariums and aquaculture
Unit option E	Using the aquatic environment
Unit option F	Marine vessels

**Assessment:** Students complete two assessment tasks for each unit. The assessment techniques used in Aquatic 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: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Written: up to 1000 words</li> </ul>
Practical project	Students use practical skills to complete a project in response to a scenario.	<p><b>Completed project</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Product: 1</li> <li>• Performance: up to 4 minutes</li> </ul> <p><b>Documented process</b></p> <p>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>

## General senior subject

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

### Pathways

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

### Objectives

- Comprehend Japanese to understand information, ideas, opinions and experiences

- Identify tone, purpose, context and audience to infer meaning, values and attitudes
- Analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- Apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- Structure, sequence and synthesise information to justify opinions, ideas and perspectives
- Use strategies to maintain communication and exchange meaning in Japanese

### Pre-requisites

Obtain a minimum C level of achievement in in Year 10 Japanese.

### Special Requirements

- Computer access
- Excursion: Year 11 and Year 12 students may attend an excursion to Brisbane, Japanese Consulate

## Course Structure

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

### Assessment:

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E).

### Summative assessments

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

## General senior subject

Drama engages students in aesthetic learning experiences that develop the 21<sup>st</sup> century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills and information & communications technologies (ICT) skills. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

### 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 and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

### Objectives

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

- demonstrate an understanding of dramatic languages
- apply literacy skills

- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning

### Pre-requisites

Obtain a minimum C level of achievement in English

### Special Requirements

Students should be studying General English for Year 11/12

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Share</b> How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> <li>• cultural inheritances of storytelling</li> <li>• oral history and emerging practices</li> <li>• a range of linear and non-linear forms</li> </ul>	<p><b>Reflect</b> How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> <li>• Realism, including Magical Realism, Australian Gothic</li> <li>• associated conventions of styles and texts</li> </ul>	<p><b>Challenge</b> How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> <li>• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre</li> <li>• associated conventions of styles and texts</li> </ul>	<p><b>Transform</b> How can you transform dramatic practice?</p> <ul style="list-style-type: none"> <li>• Contemporary performance</li> <li>• associated conventions of styles and texts</li> <li>• inherited texts as stimulus</li> </ul>

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

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

# Film, Television & New Media

General

## General senior subject

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages. Students learn about film, television and new media as our primary sources of information and entertainment.

### Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of advertising, design, communication, creative industries, communication, and education.

### Objectives

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

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories

- construct proposals and construct moving-image media products
- apply literacy skills and analyse moving-image products and contexts of production and use structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products and appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems.

### Pre-requisites

Obtain a minimum C level of achievement in Year 10 English.

### Special Requirements

Prior experience in Junior Encore Studies or Year 10 Media Studies is encouraged but not recommended.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Foundation</b> <ul style="list-style-type: none"> <li>• Concept: technologies How are tools and associated processes used to create meaning?</li> <li>• Concept: institutions How are institutional practices influenced by social, political and economic factors?</li> <li>• Concept: languages How do signs and symbols, codes and conventions create meaning?</li> </ul>	<b>Story forms</b> <ul style="list-style-type: none"> <li>• Concept: representations How do representations function in story forms?</li> <li>• Concept: audiences How does the relationship between story forms and meaning change in different contexts?</li> <li>• Concept: languages How are media languages used to construct stories?</li> </ul>	<b>Participation</b> <ul style="list-style-type: none"> <li>• Concept: technologies How do technologies enable or constrain participation?</li> <li>• Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups?</li> <li>• Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?</li> </ul>	<b>Identity</b> <ul style="list-style-type: none"> <li>• Concept: technologies How do media artists experiment with technological practices?</li> <li>• Concept: representations How do media artists portray people, places, events, ideas and emotions?</li> <li>• Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</li> </ul>

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

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

# Instrumental Music

General

**Please note: Enrolment within the Instrumental Music Program is ongoing from Year 7 onwards. The below information is provided due to Instrumental Music being a QCAA approved program of study.**

## Co-Curricular senior subject

The overarching purpose of the co-curricular Instrumental Music Program is to provide students with the opportunity to become musicians and experience the expressive qualities of music through learning to play a band or orchestral instrument and to participate in performance ensembles.

The skills, concepts and attitudes that students acquire as a result of music education benefit them not only during their schooling but also in the years beyond, whatever their chosen career path.

Students working at Levels 7-10 of the Instrumental Music Curriculum are also eligible for QCE points. All assessment tasks are set for students at the level at which they are working.

### Pathways

A course of study in Music can establish a basis for further education and employment in the fields of music performance, arts administration, communication, education, creative industries, public relations and science and technology.

### Objectives

The dimensions of the program are music Literacy, Technique and Performance, all of which correlate towards the ultimate goal of students becoming musicians.

**Literacy:** Music literacy is integral to students becoming musicians as they learn to decode, interpret and understand what is meant by all that is written on the

music, and how to demonstrate that through what they play on their instrument.

**Technique:** The skills and techniques involved in playing and instrument are wide ranging and complex and are refined over a long period of time. In the dimension of technique, specific skills of how best to play the instrument are taught. Good technique is essential for students to become musicians.

**Performance:** The dimension of performance is the synthesis of literacy and technique. Musical performance takes the individual skills and techniques learnt in the other dimensions to a level beyond accurately playing the notes on the page. Musicians stylistically apply artistry and creativity to produce a holistic and musical performance.

### Pre-requisites

Students should already be enrolled in the Instrumental Music Program at Maroochydore SHS or be learning a woodwind, brass or orchestral string/percussion instrument privately

### Special Requirements

Students will require an instrument for this course of study. By Year 11, most students will own their own instrument. School instruments are also available for hire.

Students are required to have their instrument at school for weekly lessons and rehearsals and will also need to transport their instrument home to complete weekly practice.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Technical Development</b> Through inquiry learning, the following is explored:  Instrument Symbols and Terms Rhythm and Melody Posture Tone Articulation Pitch Performance	<b>Large Ensemble Skills</b> Through inquiry learning, the following is explored:  Symbols and Terms Rhythm and Melody Sight Reading Tuning and Intonation Tone Performance	<b>Small Ensemble Skills</b> Through inquiry learning, the following is explored:  Symbols and Terms Rhythm and Melody Posture Tuning and Intonation Pitch Performance	<b>Solo Performance</b> Through inquiry learning, the following is explored:  Instrument Symbols and Terms Rhythm and Melody Posture Tone Articulation Pitch Performance

**Assessment:** Each year, students complete four summative assessments at their current level, linked to each unit. Each task assesses all three dimensions (Literacy, Technique, Performance), with different objectives within each dimension assessed. Students will also receive an overall subject result (A-E) at the conclusion of each Semester.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Technical Development</b> <ul style="list-style-type: none"> <li>Scale and arpeggio</li> <li>Solo performance of technical work</li> </ul>	<b>Large Ensemble Skills</b> <ul style="list-style-type: none"> <li>Progress and contribution to core ensemble.</li> <li>Sight reading</li> </ul>	<b>Small Ensemble Skills</b> <ul style="list-style-type: none"> <li>Scale and arpeggio</li> <li>Small ensemble performance</li> </ul>	<b>Solo Performance</b> <ul style="list-style-type: none"> <li>Scale and arpeggio/technical exercise</li> <li>Solo performance of accompanied work</li> </ul>

# Music (Alternative Sequence)

General

## General senior subject

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

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

### Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

### Objectives

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

- use music elements and concepts

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

### Pre-requisites

Year 10 Music (recommended, but not mandatory)

Obtain a minimum C level of achievement in General English

### Special Requirements

Nil

### Structure

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	35%
• Performance		• Integrated project	
Summative internal assessment 2 (IA2):	20%		
• Composition			
Summative external assessment (EA): 25%			



# Music Extension (Year 12 only)

General

## General senior subject

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

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

### Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

### Objectives

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

- use music elements and concepts

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

### Pre-requisites

Students must be enrolled in the Year 12 Senior Music course.

### Special Requirements

Students are to nominate to study Music Extension within one of the following specialisations: Performance, Compositions or Musicology.

### Structure

Unit 3	Unit 4
<p><b>Explore</b></p> <p><b>Key idea 1: Initiate best practice</b> <b>Key idea 2: Consolidate best practice</b></p> <p>In Unit 3, students enter into an apprenticeship and work towards realising their potential as composers, musicologists or performers. As an apprentice, students will work alongside an expert, artisan and/or resource to explore their specialisation</p>	<p><b>Emerge</b></p> <p><b>Key idea 3: Independent best practice</b></p> <p>In Unit 4, students draw on their experiences from Unit 3 to realise their potential as composers, musicologists or performers. As emerging artists, students critically reflect on their musicianship and refine practice in an endeavour to discover their personal style as musicians. They operate with increasing independence and sophistication through independent application of the subject matter from Unit 3 and through the student's emerging individual music voice or identity</p>

**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) Students will have the opportunities in Senior Music to experience and respond to the types of assessment they will encounter in Music Extension.

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

## General senior subject

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 experience and understandings of their own and other's art practices.

### 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.

### Objectives

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

- implement ideas and representations and apply literacy skills

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

### Pre-requisites

Obtain a minimum C level of achievement in Art and General English

### Special Requirements

Nil

### Structure

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25%			
• Examination			



## Applied senior subject

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

### Pathways

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

### Objectives

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

- recall terminology and explain art-making processes

- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas

### Pre-requisites

Obtain a minimum C level of achievement in Art (Year 9 or 10) and English recommended

### Special Requirements

An interest in the Arts industry.

### Structure

Core	Electives
<ul style="list-style-type: none"> <li>Visual mediums, technologies, techniques</li> <li>Visual literacies and contexts</li> <li>Artwork realisation</li> </ul>	<ul style="list-style-type: none"> <li>2D, 3D, Digital and 4D, Design, Craft</li> </ul>

**Assessment:** For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including: at least two projects, with at least one project arising from community connections and at least one product (composition), separate to an assessable component of a project.

Project	Product	Extended response	Investigation
<p>A project consists of:</p> <ul style="list-style-type: none"> <li>a product component: variable conditions</li> <li>at least one different component from the following                             <ul style="list-style-type: none"> <li>written: 500-900 words</li> <li>spoken: 2½-3½ minutes</li> <li>multimodal                                     <ul style="list-style-type: none"> <li>non-presentation: 8 A4 pages max (or equivalent)</li> <li>presentation: 3-6 minutes.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>variable conditions</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>written: 600-1000 words</li> <li>spoken: 3-4 minutes</li> <li>multimodal                             <ul style="list-style-type: none"> <li>non-presentation: 10 A4 pages max (or equivalent)</li> <li>presentation: 4-7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>written: 600-1000 words</li> <li>spoken: 3-4 minutes</li> <li>multimodal                             <ul style="list-style-type: none"> <li>non-presentation: 10 A4 pages max (or equivalent)</li> <li>presentation: 4-7 minutes.</li> </ul> </li> </ul>

# CHC24015 – Certificate II in Active Volunteering

(RTO: 6020) Offline Course: Year 11/12 Volunteering Queensland



<b>Subject type:</b>	VET qualification	<b>Duration:</b>	11 months
<b>Qualification description:</b>	<p>Certificate II in Active Volunteering is a nationally recognised qualification that complies with the Australian Qualification Framework.</p> <p>This qualification reflects the role of individuals volunteering in the community.</p>		
<b>Entry requirements:</b>	<p>There are no entry requirements for this qualification.</p> <p>Located on the grounds of Maroochydore State High School, the Active Volunteering course focuses on helping people in disadvantaged areas – primarily working with those in Cambodia. This Certificate is aligned with the Humanitarian Project. It is designed for those students who have the desire and commitment to helping others.</p>		
<b>Qualification Packaging Rules:</b>	<p>Total units = 6 (4 core units + 2 elective units).</p> <p>30 hours of Volunteering</p> <p>The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF levels of this qualification.</p>		
<b>Competencies - Core and Electives:</b>	<p>BSBCMM201 (C) Communicate in the Workplace            HLTWHS001 (C) Participate in Workplace Health and Safety            CHCVOL001 (C) Be an Effective Volunteer            CHCDIV001 (C) Work with Diverse People            BSBTEC201 Use business Software applications            BSBTEC202 Use Digital Technologies to Communicate in a Work Environment            HLTAID011 Provide First Aid</p>		
<b>Learning experiences:</b>	<ul style="list-style-type: none"> <li>• RTO classroom</li> <li>• Activities in real/simulated training work environments</li> <li>• Real life experiences in the various activities in the community locally and abroad.</li> <li>• Team Work</li> <li>• Real-life decision making</li> <li>• Teaching English</li> <li>• 30 hours Active Volunteering</li> </ul>		
<b>Assessment:</b>	<p>Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way.</p> <p>Evidence gathering methods include:</p> <ul style="list-style-type: none"> <li>• Direct observation checklist</li> <li>• Product resulting from an activity</li> <li>• Direct verbal or written questioning checklist</li> <li>• Reports from workplace supervisor</li> </ul>		
<b>Pathways:</b>	<p>This qualification provides a pathway to work in many areas world-wide. The Certificate will assist those who are willing to push themselves to help others. Volunteer, Teaching English in Developing Countries, Overseas and Abroad work, Nurse, Doctor, Teacher.</p>		
<b>Fees (Additional to SRS charges):</b>	<p>The Certificate is \$135 and is included in the cost of the Humanitarian Project.</p>		
<b>Further information:</b>	<p>Contact the VET HOD/RTO Manager, Ms Gerbo, <a href="mailto:lgerb1@eq.edu.au">lgerb1@eq.edu.au</a> for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment</p> <p>For further information on services, training and assessment refer to SAAVI.</p>		
<b>Service agreement:</b>	<p>This is an 11-month course. The RTO guarantees that the student will be provided with every opportunity to complete the CHC2401 Certificate II in Active Volunteering as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.</p> <p>This information is correct at time of publication but subject to change (June 2023).</p>		

# BSB20120 – Certificate II in Workplace Skills

(Maroochydore State High School RTO: 30397) Offline Course: Year 12



<b>Subject type:</b>	VET Qualification	<b>Duration:</b>	1 Year – Year 12
<b>Qualification description:</b>	<p>This qualification reflects the role of individuals in a variety of entry-level Business Services job roles.</p> <p>This qualification also reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work.</p> <p>These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.</p>		
<b>Entry requirements:</b>	There are no entry requirements for this qualification.		
<b>Qualification Packaging Rules:</b>	<p><b>Total number of units = 10</b></p> <p><b>5 core units plus 5 elective units</b>, of which:</p> <ul style="list-style-type: none"> <li>• 1 elective unit must be selected from Group A</li> <li>• 1 elective unit must be selected from Group B</li> <li>• for the remaining 3 elective units: <ul style="list-style-type: none"> <li>○ up to 3 units may be selected from Groups A, B and C</li> <li>○ if not listed, up to 2 units may be selected from a Certificate I, Certificate II or Certificate III from this or any other currently endorsed Training Package qualification or accredited course.</li> </ul> </li> </ul>		
<b>Competencies - Core and Electives:</b>	<p><b>Core units</b></p> <p>BSBCMM211 Apply communication skills  BSBOPS201 Work effectively in business environments  BSBPEF202 Plan and apply time management  BSBSUS211 Participate in sustainable work practices  BSBWHS211 Contribute to the health and safety of self and others</p> <p><b>Elective units</b></p> <p><b>Group A – Self-Management</b></p> <p>BSBPEF201 Support personal wellbeing in the workplace</p> <p><b>Group B – Technology</b></p> <p>BSBTEC201 Use business software applications</p> <p><b>Group C – Working with Others</b></p> <p>BSBOPS202 Engage with customers  BSBOPS203 Deliver a service to customers</p> <p><b>Elsewhere from Certificate I</b></p> <p>FSKDIG001 Use digital technology for short and basic workplace tasks</p> <p><b><i>Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.</i></b></p>		
<b>Learning experiences:</b>	A large proportion of work is completed online in the RTO classroom, reflecting a workplace training environment. A simulated business is utilised to completed tasks and activities. An excursion to an industry workplace provides exposure to business activities and practices.		
<b>Assessment:</b>	<p>Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into projects and assessed this way. Evidence gathering methods include:</p> <ul style="list-style-type: none"> <li>• Observations with checklist</li> <li>• Short Answer Questions</li> <li>• Written assessment</li> <li>• Portfolio/Activity Sheets</li> <li>• Case Studies/Role Plays/Simulations</li> <li>• Projects/Assignments</li> </ul>		
<b>Pathways:</b>	On completion, Certificate II in Workplace Skills students can further their study at TAFE, or enter into traineeships or employment in a variety of industries. General business positions students could look to apply for include Office Assistant, Administrative Assistant, Office Junior or Receptionist.		
<b>Fees (Additional to SRS charges):</b>	A subject fee applies to cover consumable materials and industry visits. Refer to VET offerings and SET planning documentation for specific costings.		
<b>Further information:</b>	Contact the VET HOD/RTO Manager, Ms Gerbo, <a href="mailto:lgerb1@eq.edu.au">lgerb1@eq.edu.au</a> for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment.		
<b>Service agreement:</b>	<p>This is a one-year course. The RTO guarantees that the student will be provided with every opportunity to complete the qualification as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.</p> <p>This information is current at time of publication, but subject to change.</p>		



# BSB50120 – Diploma of Business



Prestige Service Training (RTO # 31981) Supported by Maroochydore State High School staff

<b>Subject type:</b>	VET qualification	<b>Duration:</b>	18 months																								
<b>Qualification description:</b>	<p>The Diploma of Business invites you into life after school, well equipped with the confidence to take on your career goals. Whether you want to work in the business sector or choose to change industries business skills are needed in every industry. Learn and practice transferrable real-world skills such as: How to Manage Personal Work Priorities and Professional Development, How to Manage Budgets and Financial Plans.</p> <p><b>This course contributes to a student's ATAR and QCE (maximum of 8 credits)</b></p>																										
<b>Entry requirements:</b>	It is recommended applicants would be able to demonstrate a sound achievement in English and Math at year 10 or equivalent.																										
<b>Qualification Packaging Rules:</b>	This is an 18-month course (concluding in September of year 12) delivered in Years 11 and 12 in partnership with Prestige Service Training.																										
<b>Competencies - Core and Electives:</b>	<table border="0"> <tr> <td>BSBCRT511</td> <td>Develop critical thinking in others</td> <td>BSBCMM411</td> <td>Make presentations</td> </tr> <tr> <td>BSBXCM501</td> <td>Lead communication in the workplace</td> <td>BSBMKG541</td> <td>Identify and evaluate marketing opportunities</td> </tr> <tr> <td>BSBSUS511</td> <td>Develop workplace policies and procedures for sustainability</td> <td>BSBHRM525</td> <td>Manage recruitment and onboarding</td> </tr> <tr> <td>BSBOPS501</td> <td>Manage business resources</td> <td>BSBPMG430</td> <td>Undertake project work</td> </tr> <tr> <td>BSBFIN501</td> <td>Manage budgets and financial plans</td> <td>BSBOPS504</td> <td>Manage business risk</td> </tr> <tr> <td>BSBPEF501</td> <td>Manage personal and professional development</td> <td>BSBSTR502</td> <td>Facilitate continuous improvement</td> </tr> </table> <p><i>* Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum and adequate resources provided by school (as third party).</i></p>			BSBCRT511	Develop critical thinking in others	BSBCMM411	Make presentations	BSBXCM501	Lead communication in the workplace	BSBMKG541	Identify and evaluate marketing opportunities	BSBSUS511	Develop workplace policies and procedures for sustainability	BSBHRM525	Manage recruitment and onboarding	BSBOPS501	Manage business resources	BSBPMG430	Undertake project work	BSBFIN501	Manage budgets and financial plans	BSBOPS504	Manage business risk	BSBPEF501	Manage personal and professional development	BSBSTR502	Facilitate continuous improvement
BSBCRT511	Develop critical thinking in others	BSBCMM411	Make presentations																								
BSBXCM501	Lead communication in the workplace	BSBMKG541	Identify and evaluate marketing opportunities																								
BSBSUS511	Develop workplace policies and procedures for sustainability	BSBHRM525	Manage recruitment and onboarding																								
BSBOPS501	Manage business resources	BSBPMG430	Undertake project work																								
BSBFIN501	Manage budgets and financial plans	BSBOPS504	Manage business risk																								
BSBPEF501	Manage personal and professional development	BSBSTR502	Facilitate continuous improvement																								
<b>Learning experiences:</b>	This program will be delivered through online tasks.																										
<b>Assessment:</b>	Prestige Service Training (RTO 31981) will be assessing the BSB50120 Diploma of Business. Assessments have been developed against the training package requirements of the competency standards for each unit selected. Assessment activities could include: Written questions, Projects and/or Observations.																										
<b>Pathways:</b>	<p>Diploma of Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Bachelor of Business).</p> <ul style="list-style-type: none"> <li>• Administration, Accounting</li> <li>• Human Resources, Marketing</li> <li>• Banking, Finance</li> </ul> <p>Students eligible for an Australian Tertiary Admission Rank (ATAR) will be able to use their completed Diploma to contribute towards their ATAR. For further information, please visit <a href="https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar">https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar</a></p>																										
<b>Fees</b>	A course fee applies to cover training fees, consumable materials and industry visits. Refer to VET offerings and SET planning documentation for specific costings. A laptop is a mandatory requirement for this course.																										
<b>Further information:</b>	Contact the VET HOD/RTO Manager, Ms Gerbo, <a href="mailto:lgerb1@eq.edu.au">lgerb1@eq.edu.au</a> for information regarding support services and other general VET information. Further information can also be obtained by contacting Prestige Service Training.																										
<b>Service agreement:</b>	<p>Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Prestige Service Training. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.</p> <p>Prestige Service Training is responsible for enrolling students and issuing Statement of Attainments and Awards for eligible students. Further information about Prestige Service Training and this course can be found at <a href="http://www.pst.edu.au">www.pst.edu.au</a></p>																										



# 10971NAT – Certificate IV in Justice Studies

RTO Unity College (32123) Offline Course: Year 11/12



<b>Subject type:</b>	VET qualification	<b>Duration:</b>	2 years
<b>Qualification description:</b>	<p>Certificate IV in Justice Studies is an accredited course. The Certificate IV in Justice Studies is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.</p> <p>Aims: The Certificate IV in Justice Studies course is designed to</p> <ul style="list-style-type: none"> <li>• provide students with a broad understanding of the justice system</li> <li>• develop the personal skills and knowledge which underpin employment in the justice system.</li> </ul>		
<b>Entry requirements:</b>	<p>Academic – There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.</p> <p>Attitude – students need to demonstrate independent learning skills</p>		
<b>Qualification Packaging Rules:</b>	<p>39292QLD Certificate IV Crime &amp; Justice</p> <p>There are 10 Units of competency.</p> <p>Core units (6) and Elective unit (4)</p> <p>Successful completion of the Certificate may contribute a possible 8 (eight) credits towards achieving the Queensland Certificate of Education.</p>		
<b>Competencies - Core and Electives:</b>	<p>NAT10971001 Provide information and referral advice on justice-related issues</p> <p>NAT10971002 Prepare documentation for court proceedings</p> <p>NAT10971003 Analyse social justice issues</p> <p>BSBXCM401 Apply communication strategies in the workplace</p> <p>PSPREG003 Apply Regulatory Powers</p> <p>BSBLEG421 Apply understanding of the Australian Legal System</p> <p>BSBLDR414 Lead Team effectiveness</p> <p>PSPREG010 Prepare a brief of evidence</p> <p>BSBLEG523 Apply legal principles in tort law matters</p> <p>BSBPPEF402 Develop personal work priorities</p> <p>PSPREG012 Gather Information through interviews</p>		
<b>Learning experiences:</b>	<ul style="list-style-type: none"> <li>• Content learnt during Legal Studies/Certificate IV Crime &amp; Justice classes <b>or</b> via course content provided by your trainer and assessor</li> <li>• Online reading and activities</li> <li>• Whole day workshops</li> <li>• Night/after school tutorials (for students who study the course independently)</li> </ul>		
<b>Assessment:</b>	<p>Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.</p>		
<b>Pathways:</b>	<p>The Certificate IV in Justice Studies is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.</p>		
<b>Fees:</b>	<p>A fee applies to cover consumable materials and equipment.</p> <p>Refund Policy: Refund for students exiting a certificate course is on prorata basis related to the unit/s of competency covered (less a \$50 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (eg a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal.</p>		
<b>Further information:</b>	<p>Contact the VET HOD/RTO Manager, Ms Gerbo, <a href="mailto:lgerb1@eq.edu.au">lgerb1@eq.edu.au</a> for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment. For further information on services, training and assessment refer to Unity College enrolment package.</p>		
<b>Service agreement:</b>	<p>This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.</p> <p>This information is correct at time of publication but subject to change (June 2023)</p>		

# SIS30321 – Certificate III in Fitness

Binnacle Training (RTO Code: 31319) - Delivered and assessed by Maroochydore State High School (30397) staff.



<b>Subject type:</b>	VET qualification	<b>Duration:</b>	2 years
<b>Qualification description:</b>	<p>31530315 Certificate III in Fitness is a nationally recognised qualification that complies with the Australian Qualification Framework.</p> <p>31530315 Certificate III in Fitness is designed to develop knowledge and skills in client screening and health assessment, Instructing and monitoring fitness programs, Working with specific population clients and Exercise science and nutrition.</p> <p><b>AIMS:</b></p> <p>The 31530315 Certificate III in Fitness course is designed to</p> <ul style="list-style-type: none"> <li>• provide students with a broad understanding of fitness, both as an industry and an activity</li> <li>• develop the personal and interpersonal skills which underpin employment in the fitness industry</li> </ul>		
<b>Entry requirements:</b>	<p>Students must have at least a Sound Achievement in English and Maths in Year 10 as a pre-requisite. Participation in all assessment.</p> <p>Student laptop is a requirement for this course.</p> <p>Ability to work in an industry environment and handle industry standard equipment.</p> <p>Compliance of Code of Conduct requirements of Maroochydore State High School.</p> <p>Compliance with any directions on work, health and safety matters.</p> <p><b>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.</b></p>		
<b>Qualification Packaging Rules:</b>	<p>31530315 Certificate III in Fitness</p> <ul style="list-style-type: none"> <li>• 10 core units</li> <li>• 5 electives units</li> </ul> <p>Successful completion of all four semesters contributes 31530315 Certificate III in Fitness - 8 points towards achieving the Queensland Certificate of Education.</p>		
<b>Competencies - Core and Electives:</b>	<p><b>Year 1</b></p> <p>HLTAID003 Provide first aid            HLTWHS001 Participate in workplace health and safety            BSBRSK401 Identify risk and apply risk management processes            SISXEMR001 Respond to emergency situations            SISXCCS001 Provide quality service            SISXIND001 Work effectively in sport, fitness and recreation environments            SISXIND002 Maintain sport, fitness and recreation industry knowledge            SISXFAC001 Maintain equipment for activities            SISFFIT011 Instruct approved community fitness programs</p> <p><b>Year 2</b></p> <p>SISFFIT001 Provide health screening and fitness orientation            SISFFIT002 Recognise and apply exercise considerations for specific populations            SISFFIT003 Instruct fitness programs            SISFFIT004 Incorporate anatomy and physiology principles into fitness programming            SISFFIT005 Provide healthy eating information            SISFFIT006 Conduct fitness appraisals            SISFFIT014 Instruct exercise to older clients</p>		
<b>Learning experiences:</b>	<ul style="list-style-type: none"> <li>• Practical tasks</li> <li>• Group work</li> <li>• Activities in simulated training work environments</li> <li>• Excursions</li> </ul>		
<b>Assessment:</b>	<p>Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include:</p> <ul style="list-style-type: none"> <li>• Direct observation checklist</li> <li>• Product resulting from an activity</li> <li>• Direct verbal or written questioning checklist</li> <li>• Reports from workplace supervisor</li> </ul>		
<b>Pathways:</b>	<p>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</p> <p>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 <a href="https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar">https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar</a>. Students may also choose to continue their study by completing the Certificate IV in Fitness.</p>		
<b>Fees:</b>	<p>A subject fee applies to cover consumable materials and equipment, Practical Polo shirt, guest speaker costs and any organised excursions.</p>		
<b>Further information:</b>	<p>Contact the VET HOD/RTO Manager, Ms Gerbo, <a href="mailto:lgerb1@eq.edu.au">lgerb1@eq.edu.au</a> for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment.</p>		
<b>Service agreement:</b>	<p>This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change For further information on services, training and assessment refer to Binnacle enrolment package</p>		
<b>IMPORTANT Program Disclosure Statement (PDS)</b>	<p>This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (ie the delivery of training and assessment services). To access Binnacle's PDS, visit: <a href="http://www.binnacletraining.com.au/rto.php">http://www.binnacletraining.com.au/rto.php</a> and select 'RTO Files'. This information is current at the time of publication, but subject to change.</p>		

# SIT20322 – Certificate II in Hospitality

## SIT30622 - Certificate III in Hospitality (Optional)



RTO Smartskill Pty Ltd (5710)

<b>Subject type:</b>	VET qualification	<b>Duration:</b>	2 Years
<b>Qualification description:</b>	<p>SIT20322 Certificate II in Hospitality is a nationally recognised qualification that complies with the Australian Qualification Framework. This front of house qualification SH30322 provides the skills and knowledge for an individual to be competent in a range of activities and functions within the hospitality industry.</p> <p><b>AIMS OF COURSE:</b></p> <ul style="list-style-type: none"> <li>To become competent in a variety of FOH competencies</li> <li>To gain an understanding of the structure, scope and roles in a range of Hospitality operations</li> <li>To gain an understanding of styles of food service, distribution, packaging and marketing</li> <li>To provide skills in the planning, preparation and service of food</li> <li>To demonstrate appropriate work methods and use of equipment and utensils</li> </ul>		
<b>Entry requirements:</b>	<p>There are no formal qualification entry requirements.</p> <ul style="list-style-type: none"> <li>Students will be expected to service shifts.</li> <li>Ability to work in an industry environment and handle industry standard equipment.</li> <li>Compliance of Code of Conduct requirements of Maroochy State High School.</li> <li>Compliance with any directions on work, health and safety matters.</li> </ul>		
<b>Qualification Packaging Rules:</b>	<p>Certificate II Total units = 12 (6 core units + 6 elective units).            Certificate III – Additional (3 core units + 5 elective units)</p>		
<b>Competencies - Core and Electives:</b>	<p>Successful completion of SIT20322 Certificate II in Hospitality Food &amp; Beverage pathway may contribute a possible four (4/8) credits (dependent on VET courses undertaken) towards achieving the Queensland Certificate of Education.</p> <p><b>Semester 1</b>            SITHIND006 Source and use information on the hospitality industry            SITXWHS005 Participate in safe work practices            SITHFAB021 Provide Responsible Service of alcohol            SITHIND005 Use hygienic practices for food safety            SITHFAB027 Serve food and beverages (Restaurant Course)</p> <p><b>Semester 2</b>            SITHFAB024 Prepare and serve non-alcoholic beverages            SITHFAB025 Prepare and serve espresso coffee            SITXCCS011 Interact with customers            BSBWOR203 Work effectively with others</p> <p><b>Term 1 – Year 12</b>            SITHIND006 Source and use information on the hospitality industry            SITXCOM007 Show social &amp; cultural sensitivity            SITHFAB023 Operate a bar (Bar Course)            SITHFAB022 Clean and tidy bar (Bar Course)            SITHGAM022 Provide responsible gambling service (Bar Course)            SITHIND007 Use hospitality skills effectively (School/on the job training – 12 service shifts)</p> <p><b>SIT30616 Certificate III in Hospitality</b> (may contribute an additional 4 credits towards QCE)</p> <p><b>Term 2-3 Year 12</b>            SITXCCS014 Provide service to customers            SITXHRM007 Coach others in job skills            SITHIND008 Work effectively in hospitality service (additional 24 service shifts)            BSBCMM211 Apply communication skills            SITHCCC024 Prepare and present simple dishes            SITXFIN007 Process financial transactions</p>		
<b>Learning experiences:</b>	<ul style="list-style-type: none"> <li>RTO classroom</li> <li>Activities in simulated training work environments. <b>Practical/Function work is a vital aspect of this course; therefore, students are expected to be able to operate on a 'flexible' timetable</b></li> <li>Face to face in a commercial work site</li> </ul>		
<b>Assessment:</b>	<p>Maroochy State High School (30397) will conduct training &amp; assessment on behalf of SmartSkill (5710) Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include:</p> <ul style="list-style-type: none"> <li>Direct observation checklist</li> <li>Product resulting from an activity</li> <li>Direct verbal or written questioning checklist</li> <li>Reports from workplace supervisor</li> </ul>		
<b>Pathways:</b>	<p>Study of Certificate II/III in Hospitality gives students an insight into the hospitality industry and assists students in future studies or employment in the hospitality industry.</p>		
<b>Fees (Additional to SRS charges):</b>	<p>Fees apply for the necessary cooking ingredients, consumables + excursion/guest speakers            This amount includes a four-day Bar and Restaurant course.            Students will need to invest in a black t-shirt, black/blue pens and suitable shoes for restaurant, bar and function work.</p>		
<b>Further information:</b>	<p>Contact the VET HOD/RTO Manager, Ms Gerbo, <a href="mailto:lgerb1@eq.edu.au">lgerb1@eq.edu.au</a> for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment. For further information on services, training and assessment refer to SmartSkill enrolment package.</p>		
<b>Service agreement:</b>	<p>The RTO guarantees that the student will be provided with every opportunity to complete the Certificate II in Hospitality as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (June 2023).</p>		



# SIT20421 – Certificate II in Cookery

RTO TAFE Queensland (0275Offline Course: Year 10, 11 or 12)



<b>Subject type:</b>	VET qualification	<b>Duration:</b>	11 months
<b>Qualification description:</b>	<p>SIT20421 Certificate II in Cookery is a nationally recognised qualification that complies with the Australian Qualification Framework.</p> <p>This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills.</p>		
<b>Entry requirements:</b>	<p>There are no entry requirements for this qualification.</p> <p>Conducted on the grounds of Maroochydore State High School, the Coastal Cookery Centre was developed out of a partnership between Burnside SHS, Maroochydore SHS, Nambour SHS, local industry and organisations <b>to train high quality students in the field of commercial cookery</b>. The program is designed for those students who have the desire and work ethic to pursue an employment outcome in the Hospitality Industry (Back of House). Commitment to completion of this Certificate II involves the completion of 12 service periods in the Trade Training Centre and/or workplace. The course will run on Wednesdays from 9-2:30pm (TBC.).</p>		
<b>Qualification Packaging Rules:</b>	<p>Total units = 13 (8 core units + 5 elective units).</p> <p>The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF levels of this qualification. Successful completion of the Certificate may contribute a possible four (4) credits (dependent on VET courses undertaken) towards achieving a Queensland Certificate of Education.</p>		
<b>Competencies Core and Electives:</b>	<p>SITXFSA005 Use hygienic practices for food safety            SITXFSA006 Participate in safe food handling practices            SITXWHS005 Participate in safe work practices            SITHKOP009 Clean kitchen premises and equipment            SITXINV006 Receive, store and maintain stock            SITHCCC023 Use food preparation equipment            SITHCCC034 Work effectively in a commercial kitchen            SITHCCC024 Prepare and present simple dishes            SITHCCC027 Prepare dishes using basic methods of cookery            SITHCCC025 Prepare and present sandwiches            SITHCCC028 Prepare appetisers and salads            SITHCCC026 Package prepared foodstuffs            SITHCOM007 Show social and cultural sensitivity</p>		
<b>Learning experiences:</b>	<ul style="list-style-type: none"> <li>• RTO classroom</li> <li>• Activities in real/simulated training work environments</li> <li>• Face to face in a commercial kitchen – Coastal Cookery Trade Training Centre</li> </ul>		
<b>Assessment:</b>	<p>Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include:</p> <ul style="list-style-type: none"> <li>• Direct observation checklist</li> <li>• Product resulting from an activity</li> <li>• Direct verbal or written questioning checklist</li> <li>• Reports from workplace supervisor</li> </ul>		
<b>Pathways:</b>	<p>This qualification provides a pathway to work in cookery in organisation such as restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institution such as aged care facilities and hospitals.</p>		
<b>Fees (Additional to SRS charges):</b>	<p>This VET course is VETiS funded.            \$140.00 approx. for chef uniform. Knife kit optional.</p>		
<b>Further information:</b>	<p>Contact the VET HOD/RTO Manager, Ms Gerbo, <a href="mailto:lgerb1@eq.edu.au">lgerb1@eq.edu.au</a> for information regarding the Coastal Cookery Trade <b>Training</b> program, support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment. For further information on services, training and assessment refer to TAFE Queensland</p>		
<b>Service agreement:</b>	<p>This is an 11 month course. The RTO guarantees that the student will be provided with every opportunity to complete the SIT20416 Certificate II in Kitchen Operations as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.</p> <p>This information is correct at time of publication but subject to change (June 2023)</p>		

# FSK20119 - Certificate II in Skills for Work & Vocational Pathways



Offline Course: Year 11 or 12 RTO 30397 Delivered by Maroochydore State High School

<b>Subject type:</b>	VET Qualification	<b>Duration:</b>	12 months Year 11 & 12
<b>Qualification description:</b>	Certificate II in Skills for Work and Vocational Pathways.		
<b>Entry requirements:</b>	There are no entry requirements for this qualification.		
<b>Qualification Packaging Rules:</b>	Certificate packaging rules: 14 units must be completed: <ul style="list-style-type: none"> <li>• 1 core unit</li> <li>• 13 elective units</li> </ul> Successful completion of the certificate may contribute a possible four (4) credits towards achieving the Queensland Certificate of Education.		
<b>Core and Electives: Competencies - Core and Electives:</b>	<b>Core:</b> FSKLRG011 Use routine strategies for work-related learning <b>Elective</b> FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work FSKNUM015 Estimate, measure and calculate routine metric measurements for work FSKNUM017 Use familiar and routine maps and plans for work FSKLRG010 Use routine strategies for career planning FSKWTG008 Complete routine workplace formatted texts FSKOCM005 Use oral communication skills for effective workplace presentations FSKRDG008 Read and respond to information in routine visual and graphic texts FSKRDG010 Read and respond to routine workplace information TLIF1001 Follow work health and safety procedures TLIP2032 Maintain petty cash account TLIK2003 Apply keyboard skills FSKRDG002 Read and respond to short and simple workplace signs and symbols FSKDIG002 Use digital technology for routine and simple workplace task		
<b>Learning experiences:</b>	<ul style="list-style-type: none"> <li>• RTO classroom</li> <li>• Work experience component</li> </ul>		
<b>Assessment:</b>	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: <ul style="list-style-type: none"> <li>• Observation with checklist</li> <li>• Written assessment/quiz/activities</li> <li>• Case studies</li> <li>• Project/portfolios</li> <li>• Role play</li> <li>• Log book</li> <li>• Reports from workplace supervisor</li> </ul>		
<b>Pathways:</b>	This qualification provides a pathway into casual, part time and full time employment		
<b>Fees (Additional to SRS charges):</b>	A subject fee applies to cover consumable materials such as photocopied booklets		
<b>Further information:</b>	Contact the VET HOD/RTO Manager, Ms Gerbo, <a href="mailto:lgerb1@eq.edu.au">lgerb1@eq.edu.au</a> for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment.		
<b>Service agreement:</b>	For Year 10 students it is a 12 month course with the opportunity to extend over Year 11/12 depending on the individual student. The RTO guarantees that the student will be provided with every opportunity to complete the FSK20119 Certificate II in Skills for Work and Vocational Pathways as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.  This information is correct at time of publication but subject to change (June 2023)		

# SIT20116 – Certificate II in Tourism

# SIT30116 - Certificate III in Tourism

RTO Smartskill Pty Ltd (5710) Year 11/12 2024-2025.



<b>Subject type:</b>	VET qualification	<b>Duration:</b>	2 years
<b>Qualification description:</b>	<p>This dual Certificate package course is designed to develop knowledge and skills in geographical locations, itinerary and destination planning and evaluation and to explore the impact of tourism on local, state, national and international environments.</p> <p>The Certificate II in Tourism course needs to be completed before or in conjunction with Certificate III in Tourism course.</p> <p><b>AIMS:</b></p> <p>The SIT30116 Certificate III course is designed to</p> <ul style="list-style-type: none"> <li>• provide students with a broad understanding of tourism, both as an industry and an activity</li> <li>• develop the personal and interpersonal skills which underpin employment in the tourism industry</li> </ul>		
<b>Entry requirements:</b>	<p>There are no formal qualification entry requirements. Students need to:</p> <ul style="list-style-type: none"> <li>• Participate in all assessment.</li> <li>• Student laptop is a requirement for this course.</li> <li>• Compliance of Code of Conduct requirements of Maroochydore State High School/Smartskill.</li> <li>• Attend all industry excursions.</li> </ul>		
<b>Qualification Packaging Rules:</b>	<p>SIT20116 Certificate II in Tourism</p> <ul style="list-style-type: none"> <li>• 4 core units</li> <li>• 7 electives units</li> </ul> <p>Successful completion of all <b>three terms</b> contributes SIT20116 Certificate II in Tourism– a possible four (4) credits (depending on VET courses undertaken) towards achieving the Queensland Certificate of Education.</p> <p>At the successful completion of SIT20116 Certificate II in Tourism students upgrade to SIT30116 Certificate III in Tourism.</p> <p>SIT30116 Certificate III in Tourism</p> <ul style="list-style-type: none"> <li>• 4 core units</li> <li>• 11 electives unit</li> </ul> <p>Successful completion of all four semesters contributes SIT30116 Certificate III in Tourism – a possible additional four (4) credits towards achieving the Queensland Certificate of Education. If students complete both the Cert. II and Cert. III in Tourism, a possible maximum credit of eight (8) will go towards achieving the Queensland Certificate of Education</p>		
<b>Competencies - Core and Electives:</b>	<p><b>Term 1 Cert II</b></p> <p>SITTIND001 Source and use information on tourism and travel industry SITXWHS001 Participate in safe work practices SITXCCS002 Provide visitor information</p> <p><b>Term 2</b></p> <p>SITTTSL004 Provide advice on Australian destinations BSBSUS201 Participate in environmentally sustainable work practices</p> <p><b>Term 3</b></p> <p>BSBSUS201 Interact with customers SITXCOM002 Show social and cultural sensitivity SITHFAB002 Provide responsible service of alcohol SITXFSA001 Use hygienic practices for food safety SITHFAB003 Operate a bar SITHFAB001 Clean and tidy bar areas</p> <p><b>Term 1-3 – Yr 12 Cert III</b></p> <p>SITXCOM001 Source and present information Term 4 Year 11 SITXCOM003 Provide a briefing or scripted commentary Sem. 3 Year 12 SITXCCS006 Provide service to customers Sem. 3 Year 12 SITXEBS001 Use social media in a Business Sem. 3 Year 12 SITHFAB011 Provide Advice on Beers, Spirits and Liquors Sem. 3 Year 12 SITHFAB017 Provide Advice on Food and Beverage Matching Sem. 3 Year 12 SITHGAM001 Provide service of gaming Term 3 Year 11 SITTTSL005 Sell Tourism products and services</p>		
<b>Learning experiences:</b>	<ul style="list-style-type: none"> <li>• Practical tasks (Travel Expo &amp; Food &amp; Beverage Festival)</li> <li>• Group work</li> <li>• Activities in simulated training work environments</li> <li>• Excursions – students are required to attend to meet industry hours requirements</li> </ul>		
<b>Assessment:</b>	<p>Maroochydore State High School (30397) will conduct training &amp; assessment on behalf of Smartskill (5710)</p> <p>Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way.</p> <p>Evidence gathering methods include:</p> <ul style="list-style-type: none"> <li>• Direct observation checklist</li> <li>• Direct verbal or written questioning checklist</li> <li>• Product resulting from an activity</li> <li>• Demonstration of skills from Industry supervisor.</li> </ul>		
<b>Pathways:</b>	<p>This course would be useful to students who are looking to complete TAFE/Uni. after high school, or those considering a future career in the Tourism/Hospitality industry. Careers offerings could include tour guide, travel consultant, theme park attendant, visitor information centre manager</p>		
<b>Fees:</b>	<p><b>Cert II:</b> A subject fee applies to cover consumable materials and equipment, guest speaker costs, excursions to local Sunshine Coast tourism enterprises. RSA (one day), four-day Bar Course (a black tailored shirt and pants required for bar course). VETiS funding may apply to this course (dependent on combination of Hospitality/Tourism subjects)</p> <p><b>Cert III:</b> A subject fee applies to cover consumable materials and equipment, guest speaker costs, excursion to tourism enterprises, a one-day excursion to Brisbane tourism/business ventures. One day food and beverage course matching (tbc), Food and Beverage Festival.</p>		
<b>Further information:</b>	<p>Contact the VET HOD/RTO Manager, Ms Gerbo, lgerb1@eq.edu.au for information regarding support services and other general VET information. Students will be provided with access to a <i>Student VET Handbook</i> prior to enrolment. For further information on services, training and assessment refer to SmartSkill enrolment package.</p>		
<b>Service agreement:</b>	<p>This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the dual package as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change June 2023</p>		