



Southport State High
INDEPENDENT PUBLIC SCHOOL

Senior Secondary Subject Selection Guide Year 10, 2024



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Guide to Choosing Year 10 Subjects

Senior schooling is an exciting time for Queensland students and an important step in preparing for their future. Schools work with students and their families to help them plan their education, training and career goals and map their future pathway. Subject selections are a key step in this process. They help shape your future options and can also directly affect your success and how you feel about school.

Understanding Ourselves

Step one in the SET planning process is reflection. Students should focus on:

- reflecting on their own interests, skills and personal attributes to better understand themselves in relation to occupations, work environments and ways of working
- thinking about what they most enjoy doing and studying. This can include activities, interests and hobbies outside of the school.
- reflecting on which subjects they most enjoy and are most successful in.
- exploring any careers, areas of future study or work that they already find interesting.
- considering the lifestyle they would like when they leave school

Careers

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions during Year 10. Talk to our Guidance Officer or check the following sources of information on subjects, courses and careers:

- QTAC Year 10 Guide
https://www.qtac.edu.au/wp-content/uploads/2022/11/2025-Year10Guide-221122_4.9.pdf
- My Future Website <https://myfuture.edu.au/>
- Good Careers Guide <https://www.goodcareersguide.com.au/>
- Open Days at various Universities and Tertiary Education institutions

After checking through this information, it is likely that you will come up with a list of subjects needed for courses and careers that interest you. If details are still unclear, check with the Guidance Officer, HOD of Middle Schooling or HOD of Senior Schooling.

Pathways and Subjects

Senior students at SSHIPS follow one of two pathway options.

	ATAR Pathway	FLEXIBLE Pathway
Best suited to	<ul style="list-style-type: none"> Students who know that they want to go to University in Year 13 Students who enjoy studying, reading and writing Students who are willing to put in at least 10 – 15 hours of study per week Students who have generally achieved As and Bs in their subjects (Especially Maths and English) 	<ul style="list-style-type: none"> Students who want to go to TAFE after school (also a pathway to university) Students who want to move into the workforce after school Students who want real world/ practical learning experiences that will help them to excel in life after school Students who might still want to go to university but have very busy sporting/ performing commitments and are therefore unable to commit to the ATAR pathway Students who want to move into a trade
Recommended Subject Combinations	6 General Subjects OR 5 General Subjects PLUS 1 Applied Subject OR Certificate course (Diploma of Business, Cert IV Crime and Justice)	A maximum of 3 General subjects PLUS At least 1 Certificate III, IV or Diploma course (Certificate III is the minimum requirement) PLUS Combination of Applied subjects and other certificate courses

Year 10 is a preparation program, where **students study 6 subjects** they intend to take for the entire 3 years of their senior studies. It is important to ensure students are suited to these subjects, enjoy them, and achieve success (a C or above).

Subjects fall into 4 main categories: General, Applied, Short Course and VET. Details about these Subject types and individual subject choices can be found below.

General Subject

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

General subjects prepare students for tertiary study, further education and training and work. They contribute up to four credits per subject to a QCE and also contribute to an Australian Tertiary Admission Rank (ATAR). Examples include English, General Mathematics, Ancient History, Biology and Music Extension

Applied Subject

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.

Applied subjects focus on practical skills and prepare students for further education and training and work. They may contribute up to four credits per subject to a QCE, and one Applied subject may also contribute to an ATAR when combined with four General subjects. This is not a subject combination we generally advise, however. Examples include Essential English, Essential Mathematics, Business Studies, Industrial Technology Skills and Tourism.

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

Short Courses are suited to students interested in pathways to vocational education and training or further education and employment. They may contribute one credit to a QCE, but do not contribute to an ATAR. Examples include Short Course in Literacy, Short Course in Numeracy and Short Course in Aboriginal & Torres Strait Islander Languages.

Vocational Education and Training (VET)

VET prepares students for work through practical learning and is an important part of senior schooling for many students. Approximately 60% of Queensland senior students achieve VET qualifications. In recent years the most popular courses have been in business, information & communication technology (ICT), hospitality, construction, fitness, and sport and recreation. VET can also lead to further education and training and may contribute up to eight credits per course to a QCE. The amount of credit will vary, depending on the type of qualification. One VET qualification at Certificate III or above may also contribute to an ATAR.

You can find useful information about subjects from:

- This Subject Selection Handbook
- QCAA Website <https://www.qcaa.qld.edu.au/senior>
- Heads of Department and teachers
- Careers and Pathways Expo
- Experience days (TAFE and University)

Note: The Course Structures and Assessment details in this handbook are subject to change and should be taken as a guide only

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.

To achieve a QCE Students need to achieve 20 QCE Points including 12 points from completed core. Completed core involves General or Applied subjects satisfactorily passed and studied for all four units; or completed certificate qualifications. For this reason, it is very important that there are minimal subject changes occurring in years 11 and 12. Students also need to meet the literacy and numeracy requirements.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the achievements of students whose learning is part of an individual learning program during senior secondary schooling.

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

Details around how the QCE and QCIA are facilitated and allocated can be found on the QCAA website.

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qcia>

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

QCAA Senior Syllabus and VET Subject Offerings

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

Short Course

- Numeracy

English

General

- English
- Literature

Applied

- Essential English

Short Course

- Literacy

Humanities

General

- Business
- Geography
- Legal Studies
- Modern History

Applied

- Business Studies
- Social & Community Studies
- Tourism

VET

- Diploma of Business
- Certificate IV in Crime and Justice

Technologies

General

- Engineering
- Design

Applied

- Building & Construction Skills
- Industrial Graphics Skills
- Information & Communication Technology
- Engineering Skills
- Furnishing Skills

VET

- Certificate II Engineering Pathways with Industrial Technology Skills (Engineering Skills)
- Certificate I Construction with Industrial Technology Skills (Building and Construction Skills)

Health and Physical Education

General

- Health
- Physical Education

Applied

- Hospitality Practices
- Sport & Recreation

VET

- Sports Excellence
- Certificate II Sport & Recreation with Certificate III Fitness

Science

General

- Biology
- Chemistry
- Marine Science
- Physics
- Psychology

Applied

- Aquatic Practices

The Arts

General

- Drama
- Film, Television & New Media
- Music
- Visual Art

Applied

- Dance in Practice
- Media Arts in Practice
- Music in Practice
- Visual Arts in Practice
- Arts in Practice (Musical Theatre)

QCIA Subjects

- Communication & Technologies
- Personal & Living Dimensions
- Community and Citizenship & the Environment
- Leisure & Recreation
- Vocational & Transition Activities

General Mathematics

General senior subject (4 QCE Points)

General

General Mathematics' major domains are: Number and algebra, Measurement and geometry, Statistics, and Probability.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 9 but whose future studies or employment pathways do not require calculus.

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/mathematics/general-mathematics>

Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts. Students should remain in the highest level of mathematics they are capable of passing until the end of Year 11 to allow for further pathway options.

Prerequisite Subjects

A or B in Mathematics.

Course Structure

Term 1	Term 2	Term 3	Term 4
Number and Algebra <ul style="list-style-type: none">• Patterns and Algebra Statistics and Probability <ul style="list-style-type: none">• Data Representation and interpretation	Number and Algebra <ul style="list-style-type: none">• Linear and non-linear relationships Measurement and Geometry <ul style="list-style-type: none">• Using units of Measurement• Pythagoras and Trigonometry	Number and Algebra <ul style="list-style-type: none">• Money and Financial Mathematics• Linear and non-linear Relationships	Statistics and Probability <ul style="list-style-type: none">• Chance

Assessment

Term 1	Term 2	Term 3	Term 4
Problem Solving and Modelling Task <ul style="list-style-type: none">• Maximum 10 pages 2000 words Examination <ul style="list-style-type: none">• 60 mins	Examination <ul style="list-style-type: none">• 90 mins	Problem Solving and Modelling Task <ul style="list-style-type: none">• Maximum 10 pages 2000 words Examination <ul style="list-style-type: none">• 60 mins	Examination <ul style="list-style-type: none">• 90 mins

Mathematical Methods

General senior subject (4 QCE Points)

General

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics. Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/mathematics/mathematics-methods>

Pathways

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

Prerequisite Subjects

A in Mathematics.

Course Structure

Term 1	Term 2	Term 3	Term 4
Number and Algebra <ul style="list-style-type: none">Patterns and Algebra Statistics and Probability <ul style="list-style-type: none">Data Representation and interpretation	Number and Algebra <ul style="list-style-type: none">Linear relationships Measurement and Geometry <ul style="list-style-type: none">Using units of MeasurementPythagoras and Trigonometry	Number and Algebra <ul style="list-style-type: none">Money and Financial MathematicsNon-linear Relationships	Statistics and Probability <ul style="list-style-type: none">Chance Number and Algebra <ul style="list-style-type: none">Exponentials and logarithmic equations.

Assessment

Term 1	Term 2	Term 3	Term 4
Problem Solving and Modelling Task <ul style="list-style-type: none">Maximum 10 pages 2000 words Examination <ul style="list-style-type: none">60 mins	Examination <ul style="list-style-type: none">90 min	Problem Solving and Modelling Task <ul style="list-style-type: none">Maximum 10 pages 2000 words Examination <ul style="list-style-type: none">60 mins	Examination <ul style="list-style-type: none">90 min

Specialist Mathematics

General senior subject (4 QCE Points)

General

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

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

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/mathematics/specialist-mathematics>

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.

Prerequisite Subjects

A in Mathematics. Must be studied in conjunction with Mathematical Methods.

Course Structure

Term 1	Term 2	Term 3	Term 4
Vectors <ul style="list-style-type: none"> • Vectors in the plane Complex Numbers <ul style="list-style-type: none"> • Complex numbers 1 Matrices <ul style="list-style-type: none"> • Matrix arithmetic 	Matrices <ul style="list-style-type: none"> • Matrix arithmetic • Transformations in the plane Introduction to proof <ul style="list-style-type: none"> • Using units of Measurement • Pythagoras and Trigonometry 	Geometry <ul style="list-style-type: none"> • Unit Circle • Pythagoras and trigonometry 	Combinatorics <ul style="list-style-type: none"> • Permutations • combinations

Assessment

Term 1	Term 2	Term 3	Term 4
Examination <ul style="list-style-type: none"> • 90 min 	Problem Solving and Modelling Task <ul style="list-style-type: none"> • Maximum 10 pages 2000 words Examination <ul style="list-style-type: none"> • 60 min 	Examination <ul style="list-style-type: none"> • 90 min 	Problem Solving and Modelling Task <ul style="list-style-type: none"> • Maximum 10 pages 2000 words Examination <ul style="list-style-type: none"> • 60 mins

Essential Mathematics

Applied senior subject (4 QCE Points)

Applied

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

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

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/mathematics/essential-mathematics>

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups. This course does meet university prerequisites, Australian Defence force entry requirements or maths requirements for some trades i.e. electrician.

Prerequisite Subjects

C in Mathematics.

Course Structure

Term 1	Term 2	Term 3	Term 4
Number and Algebra <ul style="list-style-type: none"> Patterns and Algebra Statistics and Probability <ul style="list-style-type: none"> Data Representation and interpretation 	Number and Algebra <ul style="list-style-type: none"> Linear relationships Measurement and Geometry <ul style="list-style-type: none"> Using units of Measurement Pythagoras and Trigonometry 	Number and Algebra <ul style="list-style-type: none"> Money and Financial Mathematics Statistics and Probability <ul style="list-style-type: none"> Chance 	Statistics and Probability <ul style="list-style-type: none"> Data representation and interpretation

Assessment

Term 1	Term 2	Term 3	Term 4
Problem Solving and Modelling Task <ul style="list-style-type: none"> Maximum 8 pages 1000 words Examination <ul style="list-style-type: none"> 60 mins 	Examination <ul style="list-style-type: none"> 60 mins 	Problem Solving and Modelling Task <ul style="list-style-type: none"> Maximum 8 pages 1000 words Examination <ul style="list-style-type: none"> 60 mins 	Examination <ul style="list-style-type: none"> 60 mins

Numeracy

Short Course (1 QCE Point)

Short
Course

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/mathematics/numeracy>

Pathways

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

Course Structure

Topic 1	Topic 2
Personal identity and education <ul style="list-style-type: none">• Numeracy• Learning	The work environment <ul style="list-style-type: none">• Numeracy• Learning

Assessment

Topic 1	Topic 2
Extended response-oral mathematical presentation <ul style="list-style-type: none">• Spoken: 4-6 minutes• Duration: 5 weeks (including 10 hours of class time) Students learning journal <ul style="list-style-type: none">• Written/typed weekly over the duration of the term.	Examination-short response <ul style="list-style-type: none">• 60 min + 5 min perusal Students learning journal <ul style="list-style-type: none">• Written/typed weekly over the duration of the term.

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

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/english/english>

Pathways

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

Prerequisite Subjects

A or B in English.

Course Structure

Term 1	Term 2	Term 3	Term 4
Conversations about issues in society <ul style="list-style-type: none"> Examine contemporary social issues in the media Examine persuasive techniques used to position audiences Develop your own perspectives on social issues 	Critical Responses to Literary Texts <ul style="list-style-type: none"> Complete a novel study Aesthetic features and stylistic devices Representations in texts Values, attitudes and beliefs in texts Analytical writing 	Imaginative Responses to Literary Texts <ul style="list-style-type: none"> Short story writing Using aesthetic features and stylistic devices to position audiences and shape representations 	Conversations about concepts in texts <ul style="list-style-type: none"> Complete a close read of a play or film Aesthetic features and stylistic devices Representations in texts Values, attitudes and beliefs in texts Analytical writing for a public audience

Assessment

Term 1	Term 2	Term 3	Term 4
Persuasive Speech <ul style="list-style-type: none"> 4-6 minutes 	Analytical Essay <ul style="list-style-type: none"> 600-800 words 	Examination – Short Story <ul style="list-style-type: none"> 700-900 words 90 minutes plus 10 minutes planning 	Literary Article <ul style="list-style-type: none"> 600-800 words

Literature

General senior subject (4 QCE Points)

General

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

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/english/literature>

Pathways

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

Prerequisite Subjects

A or B in English.

Course Structure

Term 1	Term 2	Term 3	Term 4
Introduction to Literary Studies <ul style="list-style-type: none">• What is 'literature'?• Examining literary short stories• Aesthetic features and stylistic devices• Representations in texts• Values, attitudes and beliefs in literature	William Shakespeare's <i>Romeo and Juliet</i> <ul style="list-style-type: none">• Introduction to Shakespeare• Viewing, reading and exploring the play• Reimagining key ideas into new contexts• Introduction to the imaginative multimodal genres	Identity <ul style="list-style-type: none">• Introduction to identity• Narrative and short story writing	Mary Shelley's <i>Frankenstein</i> <ul style="list-style-type: none">• Reading and exploring the text• Analytical writing

Assessment

Term 1	Term 2	Term 3	Term 4
Analytical Essay <ul style="list-style-type: none">• 800-1000 words	Spoken Multimodal Imaginative Response <ul style="list-style-type: none">• 4-6 minutes	Imaginative Written Response (Short Story) <ul style="list-style-type: none">• 800-1200 words	Examination - Analytical Essay <ul style="list-style-type: none">• 600-800 words• 90 minutes plus 10 minutes planning

Essential English

Applied senior subject (4 QCE Points)

Applied

The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- empathy for others and appreciation of different perspectives through a study of
- enjoyment of contemporary literary and non-literary texts, including digital texts.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/english/essential-english>

Pathways

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts. NOTE: This course does not meet the English prerequisite for many university courses in Queensland, interstate and internationally.

Course Structure

Term 1	Term 2	Term 3	Term 4
Conversations about issues in society <ul style="list-style-type: none"> • Examine contemporary social issues in the media • Examine persuasive techniques used to position audiences • Develop your own perspectives on social issues 	Critical Responses to Literary Texts <ul style="list-style-type: none"> • Complete a novel study • Language features and text structures • Representations in texts • Values, attitudes and beliefs in texts 	Texts and Human Experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating representations of Australian identities, places, events and concepts 	Representations and popular culture texts <ul style="list-style-type: none"> • Responding to texts that seek to influence audiences

Assessment

Term 1	Term 2	Term 3	Term 4
Persuasive Speech <ul style="list-style-type: none"> • 4-6 minutes 	Opinion Piece <ul style="list-style-type: none"> • 500-800 words 	Multimodal Response <ul style="list-style-type: none"> • 4-6 minutes 	Examination <ul style="list-style-type: none"> • 90 minutes plus 15 minutes planning

Literacy

Short Course (1 QCE Point)

Short
Course

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn 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 texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/english/literacy>

Pathways

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

Course Structure

Topic 1	Topic 2
Personal identity and education <ul style="list-style-type: none">• develop reading, writing, oral communication and learning skills• make meaning from different text types• identify and develop the set of knowledge, writing skills and strategies needed to shape written language according to purpose, audience and context.	The work environment <ul style="list-style-type: none">• 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• make meaning from different work-related text types, identify their own purposes for reading, and understand the role they play in the construction of meaning within a workplace environment.

Assessment

Topic 1	Topic 2
Extended response — written <ul style="list-style-type: none">• 500-800 words Student learning journal <ul style="list-style-type: none">• Written/typed weekly over the duration of the term.	Extended response — spoken/signed <ul style="list-style-type: none">• 4-6 minutes Reading comprehension task

Business

General senior subject (4 QCE Points)

General

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

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/business>

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.

Course Structure

Term 1	Term 2	Term 3	Term 4
Consumerism and Economic performance <ul style="list-style-type: none">Economic fundamentalsConsumer choiceKey Economic IndicatorsLiving Standards	Business Fundamentals <ul style="list-style-type: none">The Business Life CycleBusiness EnvironmentsOrganisational CultureBusiness Functions	Establishment of a Business and Entrepreneurship <ul style="list-style-type: none">EntrepreneurshipBusiness PlanningBusiness functionsThe Pitch	Business Growth and Improvement <ul style="list-style-type: none">Business Life CycleGrowth StrategiesGrowth in changing conditions

Assessment

Term 1	Term 2	Term 3	Term 4
Investigation Report <ul style="list-style-type: none">800 - 1000 words	Examination-combination response <ul style="list-style-type: none">120 minutes	Feasibility Report <ul style="list-style-type: none">800 – 1000 words	Business Report <ul style="list-style-type: none">1000 – 1200 words

Geography

General senior subject (4 QCE Points)

General

There are two units of study in the Year 10 curriculum for Geography: 'Geographies of Human Wellbeing' and 'Environmental Change and Management'.

'Geographies of Human Wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

'Environmental Change and Management' focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/geography>

Pathways

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

Course Structure

Term 1	Term 2	Term 3	Term 4
What about all the food? <ul style="list-style-type: none"> Food security concepts Geographic Challenges Rock Phosphate and agriculture 	Population on the move <ul style="list-style-type: none"> Key definitions of Migration Factors driving migration Case studies on migration 	Geography of Tourism. <ul style="list-style-type: none"> Social, economic, political and environmental implications of tourism Covid 19 challenges 	Quality Public Spaces in Parkwood. <ul style="list-style-type: none"> Data collection via field trip Data analysis Spatial technologies

Assessment

Term 1	Term 2	Term 3	Term 4
Examination <ul style="list-style-type: none"> 70 minutes 	Examination - Combination response <ul style="list-style-type: none"> 120 min 	Data Investigation Report <ul style="list-style-type: none"> 1500-2000 words 	Field Trip data report <ul style="list-style-type: none"> 1500-2000 words

Legal Studies

General senior subject (4 QCE Points)

General

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 aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Each Year 10 Legal Studies unit is supported by a 'real world legal experience', such as Model UNs, parliamentary experiences, visits to the courts, mock trials and moots. Students develop skills of inquiry, critical thinking, research, problem-solving, argument and advocacy to make informed decisions and recommendations. They question, explore and discuss tensions between changing social values, justice and equitable outcomes. Students create legal responses that identify and describe legal issues, analyse viewpoints on issues, propose alternatives and justify recommendations.

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/legal-studies>

Pathways

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

Course Structure

Term 1	Term 2	Term 3	Term 4
Australian Legal System: <ul style="list-style-type: none"> Overview of Australia Government and Courts Levels of government, separation of powers and law making Real World Legal Experience: <ul style="list-style-type: none"> Parliamentary experience – youth voting rights 	Human Rights: <ul style="list-style-type: none"> Investigating human rights and case studies Investigating a youth human rights issue – age of criminal responsibility Real World Legal Experience: <ul style="list-style-type: none"> Youth Model United Nations 	Crime and Punishment: <ul style="list-style-type: none"> Introduction to criminology Aims of punishment and sentencing Criminal Defences Real World Legal Experience: <ul style="list-style-type: none"> Visit to the courts and criminal mock trial 	Civil Law <ul style="list-style-type: none"> Negligence: dangerous recreational activities and obvious risk Contract law Real World Legal Experience: <ul style="list-style-type: none"> Mooting - mock High Court Appeal

Assessment

Term 1	Term 2	Term 3	Term 4
Combination Response Examination <ul style="list-style-type: none"> 120 min 	Investigation – Inquiry Report <ul style="list-style-type: none"> 1500-2000 words 	Investigation – Inquiry Report <ul style="list-style-type: none"> 1500-2000 words 	Combination Response Examination <ul style="list-style-type: none"> 120 min

Modern History

General senior subject (4 QCE Points)

General

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

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

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/modern-history>

Pathways

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

Course Structure

Term 1	Term 2	Term 3	Term 4
WWII (1939 – 1945) <ul style="list-style-type: none"> Overview of the causes and course of WWII Experiences of Australia's experience during WWII The impact of WWII and its significance 	Migration experiences (1945 – present) <ul style="list-style-type: none"> The waves of post-World War II migration to Australia The impact of changing government policies on Australia's migration patterns The contribution of migration to Australia's changing identity as a nation 	Rights and freedoms (1945 – present) <ul style="list-style-type: none"> Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965 The US civil rights movement and its influence on Australia The significance of civil rights for Aboriginal and Torres Strait Islander Peoples 	Popular Culture (1945 – present) <ul style="list-style-type: none"> The nature of popular culture in Australia at the end of World War II Changing nature of the music, film and television industry in Australia during the post-war period Australia's contribution to international popular culture

Assessment

Term 1	Term 2	Term 3	Term 4
Examination - Short response <ul style="list-style-type: none"> 120 minutes 	Independent Source Investigation <ul style="list-style-type: none"> 800 -1200 words 	Examination - Extended Response <ul style="list-style-type: none"> 800 – 1000 words 	Essay based on Research <ul style="list-style-type: none"> 800 -1000 words

Business Studies

Applied senior subject (4 QCE Points)

Applied

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

Students develop their business knowledge and understanding through applying business practices and business functions in business contexts, analysing business information and proposing and implementing outcomes and solutions in business contexts.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/business-studies>

Pathways

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

Course Structure

Term 1	Term 2	Term 3	Term 4
Working in Marketing <ul style="list-style-type: none">Social Media	Working in Administration	Working in Finance	Creating a Business and Entrepreneurship

Assessment

Term 1	Term 2	Term 3	Term 4
Project <ul style="list-style-type: none">Multimodal Pitch (3-5 minutes) Evaluation <ul style="list-style-type: none">Written (400-600 words)	Extended Response <ul style="list-style-type: none">Written Report (800-1000 words)	Project <ul style="list-style-type: none">Action Plan Written (400- 600 words) Evaluation <ul style="list-style-type: none">Written (400-600 words)	Extended Response <ul style="list-style-type: none">Multimodal (5-7 minutes, 6-8 A4 pages, or equivalent digital media)

Social & Community Studies

Applied senior subject (4 QCE Points)

Applied

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

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/social-community-studies>

Pathways

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

Course Structure

Term 1	Term 2	Term 3	Term 4
Introduction to Social and Community Studies	Investigating social issues	Youth, technologies and wellbeing	Social media community project

Assessment

Term 1	Term 2	Term 3	Term 4
Investigation <ul style="list-style-type: none">• Multimodal – Pitch (4-7 minutes or equivalent digital media)	Project <ul style="list-style-type: none">• Written – Feature Article (600-800 words)• Evaluation PMI (300-500 words)	Extended Response <ul style="list-style-type: none">• Written – Report (600-1000 words) +	Project <ul style="list-style-type: none">• Multimodal – Social media product (3-5 minutes, 6-8 A4 pages, or equivalent digital media)• Evaluation PMI (300-500 words)

Tourism

Applied senior subject (4 QCE Points)

Applied

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/tourism>

Pathways

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

Course Structure

Term 1	Term 2	Term 3	Term 4
Introduction to Tourism	Emerging Tourist Destinations	How the Tourism Industry Works	Travel Itineraries

Assessment

Term 1	Term 2	Term 3	Term 4
Investigation <ul style="list-style-type: none">Written – Blog/online article (700-1000 words)	Project <ul style="list-style-type: none">Multimodal – Promotional magazine or website mock-up (4-6 A4 pages/slides or equivalent digital media)Evaluation PMI (300-500 words)	Investigation <ul style="list-style-type: none">Written – Report (700-1000 words)	Project <ul style="list-style-type: none">Multimodal – Pitch to client (2-3 minutes)Evaluation PMI (300-500 words)

Diploma of Business BSB50120

VET Qualification (8 QCE Points)

VET

The Diploma of Business (BSB50120) is a nationally accredited vocational course that will be delivered over 18 months. Students will develop skills for middle management in business/office/administration environments. The content for this course will be delivered by a trainer from Prestige Service Training (PST) at Southport State High School and the Diploma will be awarded by PST when students successfully complete the 12 units of competency.

This course is designed to develop knowledge regarding the management and skills required to work in a business environment build practical skills and knowledge that may lead to employment in a business setting. Students will gain experience in workplaces that reflect the concepts covered in the program.

The first semester of this course in Year 10 is preparatory and provides foundational knowledge and skills to prepare students for the Diploma Studies. The formal study of the Diploma of Business begins with Prestige Service Training at the beginning of Semester 2 in Year 10 and will continue through the senior years, projected to be completed by the end of Year 11. Students must be prepared to engage, contribute and participate in class and model behaviours expected in a business environment. Students will need to have good time management skills and be able to write academically. This course is similar to a first-year university program and therefore students should be prepared for rigorous assessment.

Pathways

A course of study in Business can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing. The Diploma of Business may also contribute credit towards some Bachelor of Business courses at university.

Prerequisite Subjects

A or B in English and Maths. Must be studied in conjunction with English or Literature

Additional Costs

A fee of \$2499* applies to this course. This fee it is not VETiS eligible.

Course Structure

Term 1	Term 2	Term 3	Term 4
Financial Literacy <ul style="list-style-type: none"> Goal Setting and Planning Budgeting and Money Management Managing risk and reward Credit, banking, taxation and investing 	Enterprise and Ventures <ul style="list-style-type: none"> Starting and growing new ventures Entrepreneurial characteristics Assessing and maintaining competitive advantage 	Diploma Studies <ul style="list-style-type: none"> BSBCRT511 Develop critical thinking in others BSBFIN501 Manage budgets and financial plans BSBOPS501 Manage business resources 	Diploma Studies <ul style="list-style-type: none"> BSBSUS511 Develop workplace policies and procedures for sustainability BSBXCM501 Lead communication in the workplace

Assessment

Term 1	Term 2	Term 3	Term 4
Assignment Financial Literacy Portfolio <ul style="list-style-type: none"> 800 words 	Assignment Business Plan <ul style="list-style-type: none"> 1200 words 	Knowledge questions Project	Knowledge questions Project

*fee subject to change

Certificate IV Crime and Justice 10283NAT

VET Qualification (8 QCE Points)

VET

The Certificate IV in Crime and Justice (10283NAT) qualification is a nationally recognised qualification and the course is externally assessed by Unity College. The qualification is an excellent opportunity for High School students to take the first step towards a successful career in the justice industry. They will obtain a head start in the local job market and can use the qualification as a step towards further education. The study of The Certificate IV in Crime and Justice begins with at the beginning of Semester 1 in year 10 and will continue through the senior years, projected to be completed by the end of Term 3 in year 11.

Pathways

This course can help prepare students for the Bachelor of Criminology and Justice at the University of the Sunshine Coast or a Bachelor of Justice at other universities. The course also has close links with the Diploma of Crime and Justice at TAFE QLD, with Queensland Courts and with the Queensland Police. The course is developed alongside industry personnel.

Additional Costs

A fee of \$750* applies to this course payable to Unity College. There are no payment options for this fee and it is not VETiS eligible.

Course Structure

Term 1	Term 2	Term 3	Term 4
BSBLEG421 Apply Understanding of the Australian legal system BSBPEF402 Develop work priorities	NAT10971001 Provide information on justice related issues NAT10971002 Prepare documents for court proceedings	PSPREG010 Prepare Brief of Evidence	NAT10971003 Analyse social justice issues

Assessment

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Online quiz Written Report Self-Assessment Activity Monthly Planner Resume 	<ul style="list-style-type: none"> Extended Response to stimulus Short response to criminal cases Court documentation 	<ul style="list-style-type: none"> Online quiz Writing and preparing a Brief of Evidence in response to criminal case. 	<ul style="list-style-type: none"> Extended Essay Responses to social justice issues.

*fee subject to change

Engineering

General senior subject (4 QCE Points)

General

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/engineering>

Pathways

A course of study in Engineering Year 10 directly leads to the senior subject Engineering in Year 11 and 12. This is the basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Prerequisite Subjects

B in Mathematics

Course Structure

Term 1	Term 2	Term 3	Term 4
Simple Machines <ul style="list-style-type: none">Identify and use knowledge of simple machines to help calculate mechanical advantage. History of Engineering <ul style="list-style-type: none">Recognise and describe ethical engineering practice.	Drag Racer <ul style="list-style-type: none">Apply understanding of engineering materials and rapid prototyping principles to produce a Drag Racer.Engineering Problem Solving Process	Combat Robotics <ul style="list-style-type: none">Apply the Engineering Problem Solving Process to develop a Combat Robot to destroy your opponents.	Societal Implications of Engineering <ul style="list-style-type: none">Robotics Helping People,Emerging NeedsAutomation vs Autonomy

Assessment

Term 1	Term 2	Term 3	Term 4
Examination <ul style="list-style-type: none">70 mins	Folio + Prototype <ul style="list-style-type: none">Part A - 6 A3 PagesPart B - 1 A4 page	Folio + Prototype <ul style="list-style-type: none">Part A - 6 A3 PagesPart B - 1 A4 page	Examination <ul style="list-style-type: none">70 min

Design

General senior subject (4 QCE Points)

General

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities.

Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design.

Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/design>

Pathways

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

Course Structure

Term 1	Term 2	Term 3	Term 4
Design In Practice <ul style="list-style-type: none">• Experience Design• Design Process• Design Styles	Commercial Design <ul style="list-style-type: none">• Explore client needs and wants• Develop collaborative design processes to commercial problems	Human Centred Design <ul style="list-style-type: none">• Understand how designers ensure their designs meet the needs and wants of people?	Sustainable Design <ul style="list-style-type: none">• Identify How sustainable design opportunities are identified

Assessment

Term 1	Term 2	Term 3	Term 4
Examination <ul style="list-style-type: none">• 120 min	Portfolio <ul style="list-style-type: none">• Part A: 6-8 A3 pages• Part B: one A3 page (maximum 300 words)• Part C: 2-3 minute spoken supported by one A3 page	Portfolio <ul style="list-style-type: none">• Part A: 6-8 A3 pages• Part B: one A3 page (maximum 300 words)• Part C: 2-3 minute spoken supported by one A3 page	Examination <ul style="list-style-type: none">• 120 min

Building & Construction Skills

Applied senior subject (4 QCE Points)

Applied

Building and Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment.

Students will also complete a Certificate I in construction and gain their construction industry white card. They will learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications.

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/building-construction-skills>

Pathways

A course of study in Building and Construction year 10 directly leads to the senior subject Building and Construction in year 11 and 12.

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

Course Structure

Term 1	Term 2	Term 3	Term 4
LAPTOP CASE <ul style="list-style-type: none">• Workshop Safety• Interpreting and Analysing Plans• Measurement and Accuracy	CONCRETE PHONE STAND <ul style="list-style-type: none">• Concrete ratios• Worksite safety	Cubby House Model <ul style="list-style-type: none">• Timber stud structure• Timber frame components• Measurement and accuracy	Wooden Carry All <ul style="list-style-type: none">• Jointing Techniques• Interpreting and Analysing Plans• Measurement and Accuracy

Assessment

Term 1	Term 2	Term 3	Term 4
Multimodal Presentation <ul style="list-style-type: none">• 2 – 4 minutes• PPT of Similar	Multimodal Non-Presentation <ul style="list-style-type: none">• 2 – 4 minutes• PPT of Similar	Multimodal Non-Presentation <ul style="list-style-type: none">• 2 – 4 minutes• PPT of Similar	Multimodal Presentation <ul style="list-style-type: none">• 2 – 4 minutes• PPT of Similar

Certificate I Construction CPC10120

Industrial Technology Skills (Building and Construction Units 1&2) Applied Senior Subject and VET (5 QCE Points)

Applied
+ VET

Building and Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment.

Students will also complete a Certificate I in Construction and gain their construction industry white card. They will learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications.

Students enrol in Blue Dog Training and begin certificate coursework at the start of Year 10 Term 3, all Blue Dog training will be complete by the end of Term 3 year 11. Students will then enrol in Industrial Technology Skills and complete 2 extra Building and Construction units from the Industrial Technology Skills program.

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/building-construction-skills>

Pathways

A course of study in Building and Construction Year 10 directly leads to the senior subject Building and Construction in Years 11 and 12. This course has a Certificate I in Construction embedded.

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

Additional Costs

This Course is free if you are VETiS Eligible and have not used your funding elsewhere.

A fee of \$1200* applies to this course if you are not utilising VETiS.

Course Structure

Term 1	Term 2	Term 3	Term 4
LAPTOP CASE <ul style="list-style-type: none">• Workshop Safety• Interpreting and Analysing Plans• Measurement and Accuracy	CONCRETE PHONE STAND <ul style="list-style-type: none">• Concrete ratios• Worksite safety	Cubby House Model <ul style="list-style-type: none">• Timber stud structure• Timber frame components• Measurement and accuracy	Wooden Carry All <ul style="list-style-type: none">• Jointing Techniques• Interpreting and Analysing Plans• Measurement and Accuracy

Assessment

Term 1	Term 2	Term 3	Term 4
Multimodal Presentation <ul style="list-style-type: none">• 2 – 4 minutes PPT or Similar	Multimodal Non-Presentation <ul style="list-style-type: none">• 2 – 4 minutes PPT or Similar	Multimodal Non-Presentation <ul style="list-style-type: none">• 2 – 4 minutes PPT or Similar	<ul style="list-style-type: none">• Skills Based training and assessment- Competency based

*fee subject to change

Engineering Skills

Applied senior subject (4 QCE Points)

Applied

Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry.

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/engineering-skills>

Pathways

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Course Structure

Term 1	Term 2	Term 3	Term 4
Tool Carry All <ul style="list-style-type: none">• Workshop Safety• Sheet Metal Handling• Interpreting and Analysing Plans• Measurement and Accuracy	Tea Light Holder <ul style="list-style-type: none">• Physical Joining Techniques• Metal Finishing• Copper Polishing	Aluminium Plaque <ul style="list-style-type: none">• CAD and CAM Processes• Aluminium Polishing• Metal Forming	Brazier <ul style="list-style-type: none">• Interpreting and Analysing Plans• Measurement and Accuracy• Metal Welding• Framing

Assessment

Term 1	Term 2	Term 3	Term 4
Multimodal Presentation <ul style="list-style-type: none">• 2 – 4 minutesPPT or Similar	Multimodal Non-Presentation <ul style="list-style-type: none">• 6-8 PagesPPT or Similar	Multimodal Non-Presentation <ul style="list-style-type: none">• 6-8 Pages• 400-600 wordsPPT or Similar	Multimodal Presentation <ul style="list-style-type: none">• 2 – 4 minutesPPT or Similar

Certificate II Engineering Pathways MEM20413

Industrial Technology Skills (Engineering Skills Units 1&2)

Applied Senior Subject and VET (6 QCE Points)

Applied
VET

Students who select this course should have a genuine interest in the engineering industry and an eagerness to complete practical fabrication and machining tasks.

This qualification is designed to provide students with an introduction to a career in the broader engineering industry.

Students enrol in Blue Dog Training and begin Vet Work at the start of year 10 Term 3, all Blue Dog training will be complete by the end of Term 3 year 11. Students will then enrol in Industrial Technology Skills and complete 2 extra Engineering Skills units.

Study in Engineering Skills prepares students for work or further study in a wide range of Vocational and Engineering related industries. Students will develop knowledge and skills in a range of practical areas and learn how to be a reliable and productive member of a team. Emphasis is placed on Workplace Health & Safety and introduction to trade related tasks and product manufacture

<https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/industrial-technology-skills>

Pathways

This qualification provides a pathway for students to develop the skills require to make informed decisions about the Engineering Industry. This may lead to an apprenticeship in the engineering trades or be the foundation for a professional engineering role in the engineering industry.

Additional Costs

This Course is free if you are VETiS Eligible and have not used your funding elsewhere.

A fee of \$1200* applies to this course if you are not utilising VETiS.

Course Structure

Term 1	Term 2	Term 3	Term 4
Tool Carry All <ul style="list-style-type: none"> • Workshop Safety • Sheet Metal Handling • Interpreting and Analysing Plans • Measurement and Accuracy 	Tea Light Holder <ul style="list-style-type: none"> • Physical Joining Techniques • Metal Finishing • Copper Polishing 	Aluminium Plaque <ul style="list-style-type: none"> • CAD and CAM Processes • Aluminium Polishing • Metal Forming 	Brazier <ul style="list-style-type: none"> • Interpreting and Analysing Plans • Measurement and Accuracy • Metal Welding • Framing

Assessment

Term 1	Term 2	Term 3	Term 4
Multimodal Presentation <ul style="list-style-type: none"> • 2 – 4 minutes • PPT or Similar 	Multimodal Non-Presentation <ul style="list-style-type: none"> • 2 – 4 minutes • PPT or Similar 	Multimodal Non-Presentation <ul style="list-style-type: none"> • 2 – 4 minutes • PPT or Similar 	<ul style="list-style-type: none"> • Skills based training and assessment- Competency based.

*fee subject to change

Furnishing Skills

Applied senior subject (4 QCE Points)

Applied

Furnishing Skills focuses on the practices and processes required to manufacture products in a variety of industries.

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/industrial-technology-skills>

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aero skills, automotive, building and construction, engineering, furnishing, cabinet making, industrial graphics and plastics

Course Structure

Term 1	Term 2	Term 3	Term 4
BBQ Serving Tray <ul style="list-style-type: none">• Workshop Safety• Analysing Plans• Measurement and Accuracy• Graphic Communication Sketching	ECO Lamp <ul style="list-style-type: none">• Analysing Plans• Measurement and Accuracy• Electronics and Soldering• Multi Material Joining	Toy Truck <ul style="list-style-type: none">• Technical Drafting• Plastic Forming• Measurement and Accuracy• Part Assembly	Candelabra <ul style="list-style-type: none">• Technical Drafting• Timber Jointing• Timber finishing

Assessment

Term 1	Term 2	Term 3	Term 4
Multimodal Non-Presentation <ul style="list-style-type: none">• 4-6 A3 Pages• PPT or Similar	Multimodal Non-Presentation <ul style="list-style-type: none">• 8 Pages• PPT or Similar	Multimodal Non-Presentation <ul style="list-style-type: none">• 8 A3 Pages• PPT or Similar	Multimodal Non-Presentation <ul style="list-style-type: none">• 8 A3 Pages• PPT or Similar

Information & Communication Technology

Applied senior subject (4 QCE Points)

Applied

Information & 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.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/information-communication-technology-skills>

Pathways

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

Course Structure

Term 1	Term 2	Term 3	Term 4
Our Reality <ul style="list-style-type: none">• Artificial Intelligence• Use of AI, VR and AR in society.• Video Editing• Explanation of Data Compression	E-Sports <ul style="list-style-type: none">• Investigating Esports• Data Validation• Testing Data• Management of project work.	Blender Render <ul style="list-style-type: none">• Office Snacks• Privacy and Security• Evaluation of ICT techniques	Co Spaces <ul style="list-style-type: none">• Cyber Security• Creation of VR Spaces• Testing and Refining

Assessment

Term 1	Term 2	Term 3	Term 4
Extended Response <ul style="list-style-type: none">• 2-3 Mins400-600 words	Project <ul style="list-style-type: none">• Product + Multimodal400-600 words	Project <ul style="list-style-type: none">• Product + Multimodal400-600 words	Extended Response <ul style="list-style-type: none">• Creation of VR world + 3 Pg. Report400-600 words

Industrial Graphics Skills

Applied senior subject (4 QCE Points)

Applied

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/industrial-graphics-skills>

Pathways

This can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Course Structure

Term 1	Term 2	Term 3	Term 4
Toy Maker <ul style="list-style-type: none">• Graphic Communication• Sketching• AS1100 Standards• 3D Modelling• 3D printing	Architectural Communication <ul style="list-style-type: none">• Sketching• Building Design• AS1100 Standards• 3D Modelling	Reverse Engineering <ul style="list-style-type: none">• Lego Sketching• 3D modelling• 3D assembly	Edge Lit <ul style="list-style-type: none">• Manufacturing Drawing• 3D modelling• 3D assembly• Production of Product

Assessment

Term 1	Term 2	Term 3	Term 4
Multimodal Non-Presentation <ul style="list-style-type: none">• 4-6 A3 Pages	Multimodal Non-Presentation <ul style="list-style-type: none">• 6 Pages• PPT or Similar	Multimodal Non-Presentation <ul style="list-style-type: none">• 6 A3 Pages• PPT or Similar	Multimodal Non-Presentation <ul style="list-style-type: none">• A3 Pages• PPT or Similar

Health

General senior subject (4 QCE Points)

General

Health is a general subject that explores many significant health issues that face the Australian and Gold Coast community. Students explore various determinants that create and promote/decrease lifelong health, learning and active citizenship. The health issues that are studied are the most significant to our community and students will be provided with health literacy to help navigate these issues.

To compliment the classroom learning experience, health students attend a P.A.R.T.Y program at the gold coast hospital; this program provides students with information about trauma that will enable them to recognise potential injury-producing situations, make prevention-orientated choices, and adopt behaviours that minimise unnecessary risk.

Also, health students utilise a positive psychology framework called PERMA+ to help develop resilience skills through multiple activities; meditation, yoga, colouring in, flour babies, listening to music, watching the clouds

Health utilises and informs students about barriers, enablers that are present within health issues and provides them with resources that are critical to improve and provide sustainable health change at personal, peer, family and community levels. Student's plan, implement, evaluate and reflect on specific innovations and action strategies that mediate, enable and advocate change through health promotion.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/health-physical-education/health>

Pathways

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

Course Structure

Term 1	Term 2	Term 3	Term 4
National Health Priority Areas <ul style="list-style-type: none">• 8 main health issues facing Australia• Use specific health frameworks to identify and analyse these problems:• River of Life• Determinants of health	Nutrition <ul style="list-style-type: none">• Adolescent nutrition• Analyse your own nutrition• Utilise the following framework:• River of life• Determinants of health• REAIM	Alcohol and Adolescents <ul style="list-style-type: none">• Teen culture in regards to drinking• Peer and family influence and observed behaviours on Alcohol• Utilise the following frameworks:• River of life• Determinants of Health• Social Ecological Model	Resilience <ul style="list-style-type: none">• Define and understand what resilience is• Practice strategies to develop resilience levels• Utilise the following frameworks:• River of life• Determinants of health• REAIM• PERMA+

Assessment

Term 1	Term 2	Term 3	Term 4
Research Report <ul style="list-style-type: none">• 600-800 words	Research Report <ul style="list-style-type: none">• 1000-1200 words	Examination <ul style="list-style-type: none">• 120 mins	Examination <ul style="list-style-type: none">• 120 mins

Physical Education

General senior subject (4 QCE Points)

General

Physical education is a General Subject that focuses on students learning through participating in physical activity. This means that the theory and practical components integrate together to help students learn. Students will participate in physical activities and collect data on their performance to provide the focus for their assessment.

Students learn how functional anatomy, energy systems, biomechanics, sociology 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.

Through engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Physical education is a great subject for students who like learning through playing sport and are good at writing assignments.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/health-physical-education/physical-education>

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.

Course Structure

Term 1	Term 2	Term 3	Term 4
Sport Sociology <ul style="list-style-type: none">• Ethics and integrity in sport• Equity and access in sport Individual Sport <ul style="list-style-type: none">• Swimming	Energy Systems <ul style="list-style-type: none">• how the body provides energy for physical activity Invasion Sport <ul style="list-style-type: none">• Touch or Netball or Basketball	Fitness and Training <ul style="list-style-type: none">• how the body responds to specific exercise• Training program design Invasion Sport <ul style="list-style-type: none">• Touch or Netball or Basketball	Tactical Awareness <ul style="list-style-type: none">• how we learn skills• understanding the importance movement strategies Net and Court Sport <ul style="list-style-type: none">• Tennis or Volleyball

Assessment

Term 1	Term 2	Term 3	Term 4
Investigation report <ul style="list-style-type: none">• 600 – 800 words Physical Performance <ul style="list-style-type: none">• 25m Freestyle swim	Examination <ul style="list-style-type: none">• 70 min Physical Performance <ul style="list-style-type: none">• Apply and demonstrate skill in game play	Multi Modal <ul style="list-style-type: none">• 8 - 10 min Physical Performance <ul style="list-style-type: none">• Apply and demonstrate skill in game play	Multi Modal <ul style="list-style-type: none">• 8 - 10 min Physical Performance <ul style="list-style-type: none">• Apply and demonstrate skill in game play

Assessment in Physical Education is based on 80% theory and 20% practical.

Hospitality

Applied senior subject (4 QCE Points)

Applied

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/technologies/hospitality-practices>

Pathways

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

Additional Costs

A fee* of \$180 per year applies to this course to cover ingredients and other course supplies.

Course Structure

Term 1	Term 2	Term 3	Term 4
Customer Service <ul style="list-style-type: none">• Characteristics of good customer service	Takeaway Foods <ul style="list-style-type: none">• Planning hospitality events	Dietary Needs <ul style="list-style-type: none">• Catering for individuals with dietary needs	Street Food <ul style="list-style-type: none">• Preparing and evaluating street food meals

Assessment

Term 1	Term 2	Term 3	Term 4
Practical Examination <ul style="list-style-type: none">• 70 minutes Theory Examination <ul style="list-style-type: none">• 50 minutes	Practical Examination <ul style="list-style-type: none">• 70 minutes Multimodal Project <ul style="list-style-type: none">• 2-4 minutes Product & Performance <ul style="list-style-type: none">• Function	Practical Examination <ul style="list-style-type: none">• 70 minutes Letter to the Editor <ul style="list-style-type: none">• 500-800 words	Multimodal Project <ul style="list-style-type: none">• 2-4 minutes Product & Performance <ul style="list-style-type: none">• Street food

*fee subject to change

Sport & Recreation

Applied senior subject (4 QCE Points)

Applied

Sport and Recreation introduces students to the role that sport and recreation plays in the lives of individuals and the community. Participation in Sport and Recreation will contribute to enhancing students' experiences and opportunities regarding employment, enterprise and further study within the sport and recreation industry. The skills developed in sport and recreation may be orientated towards work, personal fitness, or general health and wellbeing. While the course will cover both physical and theoretical components, much of the assessment will involve sports facilitation and management. It is essential that students be prepared to lead classes in training simulations and be prepared to participate in all sporting activities.

Students will be involved in learning experiences that allow them to develop interpersonal skills and encourage them to appreciate and value active involvement in sporting and recreational activities. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Learning experiences may include: Tournament Organisation, Sport Nutrition, Sports Medicine and First Aid, Coaching, Careers in Sport, Recreation and Fitness Industry, Training for Fitness, Health and Safety, Interpersonal Communication, Team Building and Problem Solving.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/health-physical-education/sport-recreation>

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. Sport and Recreation provides a foundation for students who wish to pursue a career or further study in sport related fields such as:

Course Structure

Term 1	Term 2	Term 3	Term 4
First Aid <ul style="list-style-type: none">Responding to typical first aid scenarios Sport <ul style="list-style-type: none">Badminton or tennis	Safe Partying <ul style="list-style-type: none">Party safe strategiespromotion of safety in sport and recreation activities Sport <ul style="list-style-type: none">Touch, volleyball or basketball	Corporate Sport <ul style="list-style-type: none">Sport as a businessSponsorship Sport <ul style="list-style-type: none">Tennis, volleyball or handball	Training Programs <ul style="list-style-type: none">Training program designParticipating in a swim train program Sport <ul style="list-style-type: none">Swimming

Assessment

Term 1	Term 2	Term 3	Term 4
Practical Performance <ul style="list-style-type: none">First aid scenarios Physical Performance <ul style="list-style-type: none">Apply and demonstrate skill in game play	Project Folio <ul style="list-style-type: none">400 - 600 words Physical Performance <ul style="list-style-type: none">Apply and demonstrate skill in game play	Project Folio <ul style="list-style-type: none">400 - 600 words Physical Performance <ul style="list-style-type: none">Apply and demonstrate skill in game play	Multi Modal <ul style="list-style-type: none">8 - 10 min Physical Performance <ul style="list-style-type: none">Apply and demonstrate skill in game play

Please note: Students are unable to study Sport and Recreation if they are also studying Certificate III Fitness or Sports Excellence

Sports Excellence (AFL, Netball, Basketball, Soccer, or Touch)

Cert II Sport and Recreation SIS20115, and **Cert III Fitness** SIS30315

VET Qualification (8 QCE Points)

VET

These 5 subjects are specifically designed to allow the continuation of our Specialised Sport Excellence courses in Basketball, Netball, Touch, Soccer and AFL in Years 10, 11 and 12. Students will continue to develop their capacities in their selected sport in conjunction with completing Cert II Sport and Recreation and Cert III Fitness. This ensures students can still be involved in the sport they love while gaining credit points towards their QEC, and 2 Nationally recognised qualifications.

The theoretical concepts covered will educate sport excellence students in a number of areas relevant to elite sports development. Students will study: Fitness Testing, Fitness Program Writing, Nutrition, Anatomy, Risk Assessment, Special Populations, Postural Screening, First Aid.

Pathways

A course of study in Cert II Sport and Recreation and Cert III Fitness 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.

Additional Costs

The fee for Sports Excellence is \$180* per year to cover expenses associated with the Excellence program. The certificates courses that students complete as part of Sport Excellence are free, if you are VETiS eligible and have not used your funding elsewhere. A fee of \$600* applies to this course if you are not utilising VETiS.

Course Structure

Term 1	Term 2	Term 3	Term 4
VET Units <ul style="list-style-type: none">• SISXCAI001 - provide equipment for activities• SISXFAC002- maintain sport fitness and recreation facilities.• SISXCCS001 - provide quality service Sport Specific drills to improve individual skills and decision making	VET Units <ul style="list-style-type: none">• HLTWHS001 - participate in workplace health and safety• SISXCAI002 - assist with activity sessions• SISXIND001 - work effectively in sport fitness and recreation environments• BSBCMM211 - apply communication skills Sport Specific drills to improve individual skills and decision making	VET Units <ul style="list-style-type: none">• BSBXTW301 - work in a team• SISXEMR001 - respond to emergency situations• SISXIND002 - maintain sport fitness and recreation industry knowledge Sport Specific drills to improve individual skills and decision making	VET Units <ul style="list-style-type: none">• BSBPEF202 - plan and apply time management• BSBSUS211 - participate in sustainable work practices Sport Specific drills to improve individual skills and decision making

Assessment

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none">• Complete online competencies• Complete Practical Tasks	<ul style="list-style-type: none">• Complete online competencies• Complete Practical Tasks	<ul style="list-style-type: none">• Complete online competencies• Complete Practical Tasks	<ul style="list-style-type: none">• Complete online competencies• Complete Practical Tasks

Please note: Students are unable to study Sports Excellence if they are also studying Certificate III Fitness or Sport and Recreation.

*fee subject to change

Certificate III Fitness and Certificate II in Sport and Recreation

VET Qualification (8 QCE Points)

VET

Cert III Fitness and Cert II Sport and Recreation are vocational education certificates that students complete through the College of Health and Fitness's online platform. Southport High teachers deliver each of the units of competency and prepare students for the practical and theoretical assessment.

The theoretical concepts covered in the Cert II Sport and Recreation and Cert III Fitness prepare student for future study or work in the sport and recreation industry. Students will study Fitness Testing, Fitness Program Writing, Nutrition, Anatomy, Risk Assessment, Special Populations, Postural Screening, First Aid.

Pathways

Completion of Cert II Sport and Recreation and Cert III Fitness can establish a basis for further education and employment in the fields of fitness, outdoor recreation, education, sports administration, community health and recreation and sport performance. Cert III Fitness prepares students a Personal Trainer or Gym Instructors will only need to complete a Cert IV Fitness.

Additional Costs

This course is free if you are VETiS eligible and have not used your funding elsewhere.
A fee of \$600* applies to this course if you are not utilising VETiS.

Course Structure

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> SISXCAI001 - provide equipment for activities SISXFAC002- maintain sport fitness and recreation facilities. SISXCCS001 - provide quality service 	<ul style="list-style-type: none"> HLTWHS001 - participate in workplace health and safety SISXCAI002 - assist with activity sessions SISXIND001 - work effectively in sport fitness and recreation environments BSBCMM211 - apply communication skills 	<ul style="list-style-type: none"> BSBXTW301 - work in a team SISXEMR001 - respond to emergency situations SISXIND002 - maintain sport fitness and recreation industry knowledge 	<ul style="list-style-type: none"> BSBPEF202 - plan and apply time management BSBSUS211 - participate in sustainable work practices

Assessment

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Complete online competencies Complete Practical Tasks 	<ul style="list-style-type: none"> Complete online competencies Complete Practical Tasks 	<ul style="list-style-type: none"> Complete online competencies Complete Practical Tasks 	<ul style="list-style-type: none"> Complete online competencies Complete Practical Tasks

Please note: Students are unable to study Certificate III Fitness if they are also studying Sport and Recreation or Sports Excellence

*fee subject to change

Biology

General senior subject (4 QCE Points)

General

Biology provides opportunities for students to engage with living systems.

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

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/sciences/biology>

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.

Prerequisite Subjects

A or B in Science.

Course Structure

Term 1	Term 2	Term 3	Term 4
Introduction to Cell Biology <ul style="list-style-type: none">Cells as the basis of lifeMulticellular organisms	Genetics <ul style="list-style-type: none">DNA, genes and the continuity of lifeContinuity of life on Earth	Biodiversity and the interconnectedness of life <ul style="list-style-type: none">Describing biodiversityEcosystem dynamics	Anatomy and Homeostasis <ul style="list-style-type: none">Human anatomyHomeostasis

Assessment

Term 1	Term 2	Term 3	Term 4
Research Investigation Task <ul style="list-style-type: none">1000 – 1500 words	Examination <ul style="list-style-type: none">90 mins	Student Experiment Task <ul style="list-style-type: none">1000 – 1500 words	Examination – Data Test <ul style="list-style-type: none">60 mins

Chemistry

General senior subject (4 QCE Points)

General

Chemistry is the study of materials and their properties and structure. Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore acids and bases, aqueous solutions and rates of reaction. They explore introductory organic chemistry to examine the characteristic chemical properties and basic chemical reactions displayed by different classes of organic compounds.

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/sciences/chemistry>

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.

Prerequisite Subjects

A or B in Science.

Course Structure

Term 1	Term 2	Term 3	Term 4
Foundation Chemistry <ul style="list-style-type: none">• Properties and structure of atoms• Properties and structure of materials• Chemical reactions: reactants, products and energy change	Chemical quantities and reactions <ul style="list-style-type: none">• Rates of chemical reactions	Quantitative Chemistry <ul style="list-style-type: none">• Stoichiometry• Acids and bases	Preparatory Chemistry <ul style="list-style-type: none">• Properties and structure of organic materials

Assessment

Term 1	Term 2	Term 3	Term 4
Research Investigation Task <ul style="list-style-type: none">• 1000 – 1500 words	Examination – Data Test <ul style="list-style-type: none">• 60 mins	Student Experiment Task <ul style="list-style-type: none">• 1000 – 1500 words	Examination <ul style="list-style-type: none">• 90 mins

Marine Science

General senior subject (4 QCE Points)

General

Marine Science is the study of an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. Students study oceanography, marine biology, coral reef ecology, changes to the reef and the connectivity between marine systems, ocean issues and resource management. They consider the future of our oceans and techniques for managing fisheries.

Students develop their sense of wonder and curiosity about the complexity of marine life; appreciation of the maintaining biological support systems and a respect for all living things; understanding major marine science concepts, theories and models related to marine systems and how they interact and are interrelated. They creatively and analytically evaluate scientific claims and arguments and interpret scientific evidence to make judgments and decisions about the effective management of the marine environment.

They communicate marine science understanding, findings, and conclusions through the use of appropriate representations, modes and genres. Students plan and carry out fieldwork, laboratory and other research investigations; 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.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/sciences/marine-science>

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.

Prerequisite Subjects

A or B in Science.

Course Structure

Term 1	Term 2	Term 3	Term 4
Marine Biology <ul style="list-style-type: none">Fish, Shark and Whale anatomy and adaptationsCoral anatomy relationships and threats	Marine Ecosystems <ul style="list-style-type: none">BiodiversityCoastal DunesBiotic and abiotic components	Marine Systems – Connections and Change <ul style="list-style-type: none">BiodiversityWater quality and biogeochemical cyclesClimate issues	Ocean Issues and Resource Management <ul style="list-style-type: none">Fishery types and global statusFish populationsFisheries management

Assessment

Term 1	Term 2	Term 3	Term 4
Examination <ul style="list-style-type: none">90 mins	Student Experiment Task <ul style="list-style-type: none">1000 – 1500 words	Examination – Data Test <ul style="list-style-type: none">60 mins	Research Investigation Task <ul style="list-style-type: none">1000 – 1500 words

Physics

General senior subject (4 QCE Points)

General

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

Students learn about the fundamental concepts of thermodynamics, electricity and the concepts and theories that predict and describe the motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the introductory concepts of gravitational and electromagnetic fields, and the relevant forces associated with them.

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/sciences/physics>

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.

Prerequisite Subjects

A or B in Science and Mathematics.

Course Structure

Term 1	Term 2	Term 3	Term 4
Foundation skills and thermodynamics <ul style="list-style-type: none">• Measurement, graphing and analysis• Kinetic particle theory• Thermal equilibrium and specific heat capacity	Electrical Physics <ul style="list-style-type: none">• Flow of electrons• Electric current• Electric circuits	Kinematics <ul style="list-style-type: none">• Motion• Newton's Laws of Motion• Energy and Power	Waves and Sound <ul style="list-style-type: none">• Wave characteristics• Standing waves and harmonics• Reflection, refraction and diffraction

Assessment

Term 1	Term 2	Term 3	Term 4
Examination – Data Test <ul style="list-style-type: none">• 60 mins	Research Investigation Task <ul style="list-style-type: none">• 1000 – 1500 words	Student Experiment Task <ul style="list-style-type: none">• 1000 – 1500 words	Examination <ul style="list-style-type: none">• 90 mins

Psychology

General senior subject (4 QCE Points)

General

Psychology is a science subject that provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students are introduced to the study of the mind and behaviour following the scientific method of investigation. This facilitates their ability to interpret the reliability and validity of various theories of human development. Students examine various types of psychological discourse, focusing on Clinical Psychology and mood/anxiety disorders through analysis of reported case studies. They interpret the role of the brain on human consciousness and sleep.

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/sciences/psychology>

Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of Psychology, sales, human resourcing, training, social work, health, law, business, marketing and education. Note: The study of this science may not meet the science prerequisite for study in all courses and at all universities. A companion science may also be beneficial.

Prerequisite Subjects

A or B in Science.

Course Structure

Term 1	Term 2	Term 3	Term 4
Psychological science and research methods <ul style="list-style-type: none">• Introduction to Psychology• Research methods	The role of the Brain <ul style="list-style-type: none">• Neuroimaging• The nervous system• Brain anatomy• Investigative techniques	Memory <ul style="list-style-type: none">• Memory and memory investigations	Cognitive Development <ul style="list-style-type: none">• Cognitive development• Neuroplasticity and development• Environmental conditions and attachment

Assessment

Term 1	Term 2	Term 3	Term 4
Examination – Data Test <ul style="list-style-type: none">• 60 min	Research Investigation Task <ul style="list-style-type: none">• 1000 – 1500 words	Student Experiment Task <ul style="list-style-type: none">• 1000 – 1500 words	Examination <ul style="list-style-type: none">• 90 mins

Aquatic Practices

Applied senior subject (4 QCE Points)

Applied

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

Students gain insights into the management of marine environments and the human impacts on marine ecosystems. Students experience introductory boating and navigation, and have the opportunity to obtain their First Aid qualification.

Students have opportunities to learn through marine-related practical activities and investigations. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/sciences/aquatic-practices>

Pathways

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

Additional Costs

A marine aquatics levy fee of \$150* per year applies to this course in year 11 and year 12 to cover costs of equipment, resources and activities.

The year 10 course will have excursions throughout the year that will be invoiced per term.

Course Structure

Term 1	Term 2	Term 3	Term 4
Marine Ecosystems <ul style="list-style-type: none">• Marine Biology• Aquatic ecosystems	Sustainability <ul style="list-style-type: none">• Plastic's effect on the environment• Shark finning	Coastlines <ul style="list-style-type: none">• Coastal landforms• Coastal processes	Boating <ul style="list-style-type: none">• Types of boats• Rules and regulations

Assessment

Term 1	Term 2	Term 3	Term 4
Practical Project <ul style="list-style-type: none">• 500 – 800 words	Applied Investigation <ul style="list-style-type: none">• 500 – 800 words	Applied Investigation <ul style="list-style-type: none">• 500 – 800 words	Practical Project <ul style="list-style-type: none">• 500 – 800 words

*fee subject to change

Drama

General senior subject (4 QCE Points)

General

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/drama>

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.

Course Structure

Term 1 – Verbatim Theatre	Term 2 – Post Modern Theatre	Term 3 – Australian Gothic Theatre and Magical Realism	Term 4 – Indigenous Theatre
Explore Verbatim Theatre and the various texts, culminating in a practical, dramatic performance manipulating the conventions and elements of drama	Work as a director to apply the Post-Modern style to explore a key moment that informs and challenges audiences' understanding to interpret purpose of your dramatic meaning	Explore the styles and conventions of Australian Gothic Theatre and Magical Realism and the various texts, culminating in a practical, dramatic performance manipulating the conventions and elements of drama	Explore Indigenous theatre, such as non-linear theatre, and how the drama languages can be manipulated to shape dramatic action and communicate meaning.

Assessment

Term 1	Term 2	Term 3	Term 4
Performance <ul style="list-style-type: none">• Monologue• Approximately 3 minutes	Directorial Vision <ul style="list-style-type: none">• 2–3-minute multimodal pitch Group Performance <ul style="list-style-type: none">• 1-2 minutes per individual	Group Performance <ul style="list-style-type: none">• 1-2 minutes per individual. Rationale <ul style="list-style-type: none">• 400 – 500 words	Examination <ul style="list-style-type: none">• Extended response• 120 min

Music

General senior subject (4 QCE Points)

General

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

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/music>

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.

Pre requisites

Previous study of music in Year 7 – 9 and/or current ability to play an instrument/sing to a reasonable standard as well as read music is highly recommended.

Course Structure

Term 1	Term 2	Term 3	Term 4
Music & Media How composers create Theme Songs, Character Themes and Underscores to communicate meaning and atmosphere in Films, TV shows and Games.		Film & TV Underscores Specific focus on the manipulation of the musical elements to create underscores that convey atmosphere in Film and TV scenes	Designs (Year 11) Students engage with a variety of genres and styles to further develop their understanding of the musical elements and concepts.

Assessment

Term 1	Term 2	Term 3	Term 4
Performance <ul style="list-style-type: none">• 1 – 2 minutes in length• Statement: 100 – 200 words	Musicology Examination <ul style="list-style-type: none">• 70 minutes• 200 to 500 words Composition <ul style="list-style-type: none">• Length: 1-1 ½ minutes• Statement: 100 – 200 words	Integrated Project <ul style="list-style-type: none">• Musicology 400 – 500 words/Multimodal• Composition 1 – 1 ½ minutes• Statement: 100 – 200 words	Performance <ul style="list-style-type: none">• 2 – 3 minutes in length• Statement: 200 – 400 words

Dance in Practice

Applied senior subject (4 QCE Points)

Optional addition of Certificate IV Dance (additional 8 QCE Points)

Applied
+ VET

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practicing performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/dance-in-practice>

Pathways

There are many roles for dance practitioners in dance industries, including choreographer, performer, designer, technician and producer. A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

Additional Costs

Students have the option to also study a Certificate IV in Dance while studying Dance in Practice. These studies commence at the beginning of year 11. The units of study in the Certificate align with the units studied in Dance in Practice. The fee for this course is Approximately \$800-1000* and is not VETiS eligible.

Pre requisites

The Certificate IV Dance requires previous study with achievement of a B in dance Excellence in Junior and/or successful audition and C in Year 9 English.

Course Structure

Term 1	Term 2	Term 3	Term 4
Jazz <ul style="list-style-type: none">Technical and expressive skillsStyle-specific technique	Contemporary <ul style="list-style-type: none">Choreographic skillsJustification of manipulation of dance concepts	Social Dance <ul style="list-style-type: none">Production and performance skills	Australian Dance Analysis and evaluation of dance concepts

Assessment

Term 1	Term 2	Term 3	Term 4
Performance 1-2 minutes	Choreography 1-2 minutes	Project <ul style="list-style-type: none">Performance: 30 seconds to 1 minuteSpoken component: 1 ½ - 3 ½ minutes	Extended Response Booklet 500-800 words

*fee subject to change

Visual Art

General senior subject (4 QCE Points)

General

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

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

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

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/visual-art>

Pathways

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

Course Structure

Term 1	Term 2	Term 3	Term 4
Frozen in Time <ul style="list-style-type: none">• Still Life• Painting, drawing	Displacement <ul style="list-style-type: none">• Contemporary• Student-directed media	Intention <ul style="list-style-type: none">• Personal/social comment• Student-directed media	Art as Experience <ul style="list-style-type: none">• Response to stimulus

Assessment

Term 1	Term 2	Term 3	Term 4
Experimental Folio <ul style="list-style-type: none">• Artwork/s and Visual Diary	Experimental Folio <ul style="list-style-type: none">• Artwork/s and Visual Diary Examination <ul style="list-style-type: none">• Extended Response• 80 mins	Body of Work <ul style="list-style-type: none">• Artwork/s and Visual Diary	Investigation <ul style="list-style-type: none">• Multimodal Presentation• 5-7 mins

Visual Arts in Practice

Applied senior subject (4 QCE Points)

Applied

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.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/visual-arts-in-practice>

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.

Course Structure

Term 1	Term 2	Term 3	Term 4
Fears & Phobias <ul style="list-style-type: none">Surrealism Drawing, painting, sculpture	Consumed <ul style="list-style-type: none">Pop Art Painting, print-making, mixed-media, digital	Natural Forms <ul style="list-style-type: none">EnvironmentsPrintmaking, sculpture, installation	Design Folio <ul style="list-style-type: none">Logo, furniture, fashion and product design

Assessment

Term 1	Term 2	Term 3	Term 4
Experimental Folio <ul style="list-style-type: none">Artwork/s and Visual Diary	Experimental Folio <ul style="list-style-type: none">Artwork/s and Visual Artwork	Product <ul style="list-style-type: none">Folio of artwork/s and Visual Diary	Project <ul style="list-style-type: none">Product (4 x designs)Written component (400 words)

Film, Television & New Media

General senior subject (4 QCE Points)

General

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. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/film-television-new-media>

Pathways

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

Course Structure

Unit 1	Unit 2
Music Video In this Unit students will explore cinematography, editing and narrative structures. They will then apply the learnt techniques to a production of their own narrative music video. Students will also analyse music videos to evaluate how much of an influence an audience has on the way an artist is represented in a music video.	S for Suspense In this Unit students will investigate a wide variety of suspense films in order to identify the codes and conventions of this specific genre. Students will explore the ways in which mis-en-scene and parallel editing can be utilised to create suspense within a film. They will demonstrate this understanding through their own short film.

Assessment

Term 1	Term 2	Term 3	Term 4
Making <ul style="list-style-type: none">Storyboard 8-12 FramesFilm Production 45 secs - 3 min	Responding <ul style="list-style-type: none">Film Analysis Essay 600-800 words	Making <ul style="list-style-type: none">Treatment 600-800 Words Making <ul style="list-style-type: none">Film Production 45 secs - 3 min	Examination <ul style="list-style-type: none">Unseen Text 400-600 words 70 min

Media Arts in Practice

Applied senior subject (4 QCE Points)

Applied

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/media-arts-in-practice>

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

Course Structure

Semester 1	Semester 2
Unit 1 – Out of the Box	Unit 2 – Photoshop Fundamentals
In this unit students begin learning the basic elements of design and how they can be applied to marketing materials. Working in Adobe Illustrator, students work to create a cereal box design promoting a new product and design an additional marketing material following the same design aesthetics. Students will then analyse and evaluate their own work in the form of a reflection.	In this unit students will delve deep into the art of photoshop working to perfect their digital manipulation skills. Students will utilise existing images to create a digital composite artwork that explores a fantasy concept. Students will then be challenged to consider the ethical dilemmas creative professionals are faced with when using digital manipulation software.

Assessment

Task 1	Task 2	Task 3	Task 4
Media Product <ul style="list-style-type: none">1 A4 Media Product1 Additional Product	Short Response 300 – 400 words	Media Product 1 Digital Media Artwork	Extended Response 500 – 600 words

Music in Practice

Applied senior subject (4 QCE Points)

Applied

In Music in Practice, students explore and engage with contemporary music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. Music in Practice nurtures students' creative thinking and problem-solving skills as they follow music making processes from conception to realisation and work to express ideas of personal significance. They gain practical, technical and listening skills as they develop music and engage with the industry.

Students learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician. They will develop skills in the use of digital technologies essential for working in the contemporary music industry. Music in Practice exposes students to authentic music practices in which they learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/music-in-practice>

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in entertainment, creative industries, arts administration, communication, education, public relations and media.

Prerequisite Subjects

Students must be able to play an instrument and/or sing to a reasonable standard. A strong interest in creating and/or performing music.

Course Structure

Term 1	Term 2	Term 3	Term 4
Perform Students will develop and demonstrate knowledge, skills and confidence in performing contemporary music on their chosen instrument and/or voice.	Create Students will engage with creating music using recording and sound design technology in various contemporary music styles.	Community Students will plan, advertise, rehearse and implement a community concert where they will also perform original works and cover versions appropriate for their audience and context.	Music of Today (Year 11) Students make and respond to contemporary music, becoming aware of the musical skills that are integral to the successful application of music performance and composition.

Assessment

Term 1	Term 2	Term 3	Term 4
Performance <ul style="list-style-type: none">Up to 4 minutes in length	Composition <ul style="list-style-type: none">Up to 3 minutes in lengthPlanning & Evaluation: up to 600 words	Performance <ul style="list-style-type: none">Up to 4 minutes in lengthPlanning and Evaluation: up to 600 words	Composition <ul style="list-style-type: none">Up to 3 minutes in lengthPlanning & Evaluation: up to 600 words

Arts in Practice (Musical Theatre)

Applied senior subject (4 QCE Points)

Applied

This course is an intensive practical subject that trains students to become a 'triple threat'. The focus will be on the performance skills and as such students will receive specialised training in the role of supporting characters, lead characters and chorus. Students will further develop their performance skills through singing, acting and dance classes. As an industry driven course, students will learn and engage with creative artists and industry professionals to improve their technical skills. As a subject, musical theatre merges performance and practical training with academic rigour. This subject aims to develop students as well-rounded performers and talented creative artists.

<https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/arts-in-practice>

Pathways

A course of study in Musical Theatre can establish a basis for further education and employment in the fields of performance, creative industries, drama, dance and music. This could further lead to broader areas of creative arts education, choreographer, director, arts administration and management, communication, public relations and event management.

Course Structure

Term 1	Term 2	Term 3	Term 4
Musical Influencers and Genres. <ul style="list-style-type: none">Students will study how Musical Theatre has been forged from many artformsStudents will shape and form musical scenes from across times and places.	What is the significance of Musical Theatre in the Creative Arts World? <ul style="list-style-type: none">Students will study how Musical Theatre has a significant impact on the Arts World. Students will also work with Artists who are currently making their mark on the industry.	Becoming an Artist <ul style="list-style-type: none">Students will choreograph and direct in order to communicate their intent.Students will be able to show how they effectively manipulate elements of dance, drama and music.	Course Production <ul style="list-style-type: none">Students will perform a musical production to a live audienceStudents will learn how to capture an audience through the role of a lead character and as a member of the ensemble Students will work on developing their technique and expressive skills through the mediums of singing, dance and drama

Assessment

Term 1	Term 2	Term 3	Term 4
Making & Responding <ul style="list-style-type: none">Devised performance (1-2 minutes)	Responding <ul style="list-style-type: none">Multimodal (1-2 minutes) Performance <ul style="list-style-type: none">(1-2 minutes)	Making <ul style="list-style-type: none">Directing and Choreography (1-2 minutes)	Performance <ul style="list-style-type: none">(1-2 minutes)

Communication and Technologies (LITERACY & NUMERACY)

QCIA senior subject

QCIA

Students gain knowledge, understanding and skills in literacy and digital and other technologies. Communication involves the student learning to comprehend language in listening, reading and viewing. Students learn to use language to communicate with others through speaking, writing and creating. Technologies involves the student learning to operate digital and other technologies, including those for listening, reading, viewing, speaking, writing and creating language and texts, and calculation. They learn technical and social protocols for appropriate use of digital technologies to interact with others.

Pathways

The Queensland Certificate of Individual Achievement (QCIA) recognises and certifies the learning achievements of students whose learning is part of an individualised learning program.

Course Structure

Term 1	Term 2	Term 3	Term 4
Language comprehension <ul style="list-style-type: none">• Interpreting• Responding• Using technologies Everyday numeracy skills <ul style="list-style-type: none">• Understanding and using number values	Language use <ul style="list-style-type: none">• Communicating behaviours• Interacting and composing• Troubleshooting Everyday numeracy skills <ul style="list-style-type: none">• Applying patterns and relationships	Language comprehension <ul style="list-style-type: none">• Listening• Navigating, reading and viewing Everyday numeracy skills <ul style="list-style-type: none">• Applying concepts of time• Using money	Language use <ul style="list-style-type: none">• Purpose of and audience for technologies• Presenting Everyday numeracy skills <ul style="list-style-type: none">• Using data

Assessment

Folio of student evidence of achievement

Teachers apply principles for and approaches to assessment when developing assessments and collecting evidence of student achievement.

Evidence

Teachers collect evidence to support judgments about the student's learning goals for each proposed Statement of Achievement linked to the curriculum organisers.

Examples of how evidence is gathered include:

- Anecdotal records
- Annotated photographs
- Discussions with parents/carers, colleagues, employers
- Interview with student
- Learning logs
- Observation notes
- Peer and self-assessment checklist
- Presentation
- Progress chart
- Sound/image recording
- Task responses and worksheets
- Teacher and student journals
- Visual folios
- Work experience report.

Personal and Living Dimensions

QCIA senior subject

QCIA

Students develop knowledge, understanding and skills in relevant personal and living dimensions, including health, wellbeing and everyday numeracy. Students learn about their own and others' identity, health and wellbeing. They explore and take actions to keep themselves and their peers healthy and safe through food and nutrition, safe use of medicines and ways to keep safe in the environment. They learn about emotions, how to enhance their interactions and relationships with others, and the physical and social changes they go through as they get older. They develop their ability to use numeracy skills in everyday situations.

Pathways

The Queensland Certificate of Individual Achievement (QCIA) recognises and certifies the learning achievements of students whose learning is part of an individualised learning program.

Course Structure

Term 1	Term 2	Term 3	Term 4
Identity <ul style="list-style-type: none">• Resilience Health and wellbeing <ul style="list-style-type: none">• Health• Physical and social development	Identity <ul style="list-style-type: none">• Self-identity and others' identities Health and wellbeing <ul style="list-style-type: none">• Safety	Identity <ul style="list-style-type: none">• Values and ethics Health and wellbeing <ul style="list-style-type: none">• Understanding and managing emotions	Identity <ul style="list-style-type: none">• Interacting with others Health and wellbeing <ul style="list-style-type: none">• Relationships

Assessment

Folio of student evidence of achievement

Teachers apply principles for and approaches to assessment when developing assessments and collecting evidence of student achievement.

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- Presentation
- Progress chart
- Sound/image recording
- Task responses and worksheets
- Teacher and student journals
- Visual folios
- Work experience report.

Community and Citizenship & the Environment

QCIA senior subject

QCIA

Students develop knowledge, understanding and skills about communities, citizenship and the environment. Students learn about active citizenship, and participate in and contribute to their local and wider communities. They learn about changes over time and across locations. They explore the world around them, and investigate the natural and constructed features of places and different environments and the relationship between people and places. They learn about how scientific understandings can inform decision making about people, environments and their relationships.

Pathways

The Queensland Certificate of Individual Achievement (QCIA) recognises and certifies the learning achievements of students whose learning is part of an individualised learning program.

Course Structure

Term 1	Term 2	Term 3	Term 4
Active citizenship in local and wider communities <ul style="list-style-type: none">Decision making in communitiesParticipating in and contributing to communities	Similarities and differences between the past and present <ul style="list-style-type: none">Changes in communitiesImportant events over time in Australia and the world	Places, environments and people <ul style="list-style-type: none">LocationConstructed features of placesRelationships between people and places	Making decisions using scientific understandings <ul style="list-style-type: none">Natural features of places including climate and weather

Assessment

Folio of student evidence of achievement

Teachers apply principles for and approaches to assessment when developing assessments and collecting evidence of student achievement.

Evidence

Teachers collect evidence to support judgments about the student's learning goals for each proposed Statement of Achievement linked to the curriculum organisers.

Examples of how evidence is gathered include:

- Anecdotal records
- Annotated photographs
- Discussions with parents/carers, colleagues, employers
- Interview with student
- Learning logs
- Observation notes
- Peer and self-assessment checklist
- Presentation
- Progress chart
- Sound/image recording
- Task responses and worksheets
- Teacher and student journals
- Visual folios
- Work experience report.

Leisure and Recreation

QCIA senior subject

QCIA

Students gain knowledge, understanding and skills to participate in a variety of leisure, recreation, artistic and cultural activities. They learn about different physical activities and the importance of lifelong physical activity. They learn to identify, experience and participate in their own preferred leisure and recreation activities. They learn to make, participate, perform, contribute to and express opinions for artistic and cultural activities.

Pathways

The Queensland Certificate of Individual Achievement (QCIA) recognises and certifies the learning achievements of students whose learning is part of an individualised learning program.

Course Structure

Term 1	Term 2	Term 3	Term 4
Physical activities for leisure and recreation <ul style="list-style-type: none">• Movement skills and challenges	The importance of lifelong physical activity <ul style="list-style-type: none">• Group activities and fair play	Preferred leisure and recreation activities <ul style="list-style-type: none">• Identifying preferences• Participating in activities	Performing Arts activities <ul style="list-style-type: none">• Dance, drama, music• Visual and Media Arts activities

Assessment

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- Teacher and student journals
- Visual folios
- Work experience report.

Vocational and Transition Activities

QCIA senior subject

QCIA

Students develop knowledge, understanding and skills by identifying and investigating their post-school pathways. They learn how to set goals and make decisions to achieve them. They learn about local and community resources for living independently and interdependently. They learn how to access resources to support their needs when they transition to life beyond school.

Pathways

The Queensland Certificate of Individual Achievement (QCIA) recognises and certifies the learning achievements of students whose learning is part of an individualised learning program.

Course Structure

Term 1	Term 2	Term 3	Term 4
Post-school pathways <ul style="list-style-type: none">Options for living independently and interdependentlyVocational and transition options	Skills for life beyond school <ul style="list-style-type: none">Self-knowledgeSkills for managing self and othersIndependence skills	Post-school pathways <ul style="list-style-type: none">Vocational and transition optionsAccessing local and community resources	Skills for life beyond school <ul style="list-style-type: none">Skills for managing self and othersIndependence skillsGoal setting and decision making

Assessment

Folio of student evidence of achievement

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Examples of how evidence is gathered include:

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- Teacher and student journals
- Visual folios
- Work experience report.