



YEAR 12 SUBJECT HANDBOOK

2026



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TO SENIOR STUDENTS AND PARENTS / CAREGIVERS

This booklet provides students with information about Senior Studies at Tamborine Mountain State High School (TMSHS). After Year 10, students under the Education and Training Reforms for the Future provisions, will be “learning” and/or “earning”. Importantly, almost all students will be aiming to achieve a *Queensland Certificate of Education (QCE)*.

Students are encouraged to select subjects after carefully considering their abilities, interests and achievements, as well as focusing on future educational and / or employment goals.

The provision of this booklet is part of the senior subject

selection process. The process includes:

- information talks to students on each subject, its contents, assessment and career opportunities.
- a parent information night.
- opportunity for parent/caregiver/student interviews with the Guidance Officer (Mr Wackwitz).
- Exposure to further information on educational and career options.
 - This information includes: Access to *Tertiary Prerequisites 2025* (QTAC website).
 - Access to the **Job Guide** online, with descriptions of over 900 jobs, and information about training available.
 - Accessing the library of materials in the Guidance Officer's room and Resource Centre.
 - Career guidance based on computer analysis of interests using the *CareerBuilder* program on the school network.
 - Completion by each Year 10 student of a Senior Education and Training Plan (SETP).
 - The *Student Connect* website, provided by the Qld Curriculum and Assessment Authority (QCAA), where students can access their Learning Accounts, and get information about options after school.

Should you have any questions, please contact the Guidance Officer, Deputy Principals, Heads of Department, subject teachers or myself.

We expect that during the next two years you will take advantage of the opportunities offered, not only to acquire the knowledge, skills and credentials needed for success in further education and employment, but also to extend your personal and social development.

I would like to thank the academic and ancillary staffs who have given considerable time to the completion of this booklet.

A GUIDE TO CHOOSING SENIOR SUBJECTS

1. RELATE SUBJECTS TO CURRENT CAREER INFORMATION

It is helpful if you have a few career choices in mind before choosing subjects.

If you are uncertain about this at present, seek help in trying to choose a course that will keep several career options open to you. The Guidance Officer may be able to help you start, by giving you some suggestions on how to investigate jobs and how to approach career decision-making. The following resources are available in our school and give information on subjects and courses for careers.

- The *Job Guide* online and other career information in your school can provide information on subjects needed for particular occupations. (See web site list following)
- The *Career Builder* computer program identifies a range of individual factors important for good career decisions and includes interests and current career ideas. This program is available on the school server.
- The Queensland Tertiary Admissions Centre (QTAC) website has useful information on university courses and Tertiary and Further Education (TAFE) courses.
- The QTAC *Tertiary Prerequisites 2025* website provides information on the selection criteria for entry to university and TAFE courses in 2025 (when you have graduated from high school).

By checking this information you will gain a better understanding of:

- **pre-requisite** subjects (subjects which **must** be taken for future courses or careers)
- **recommended** subjects (not essential, but which are likely to make future courses easier to follow)
- **useful** subjects (not essential, but give a general background or help develop particular skills)

2. FIND OUT ABOUT THE FULL LIST OF SUBJECTS THE SCHOOL OFFERS

This school offers **General subjects, Essential (Applied) subjects and Applied Subjects.**

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

- read subject descriptions and course outlines in this booklet.
- talk to Heads of Departments and teachers of each subject.
- review books and materials used in the subject.
- listen carefully at subject selection talks.
- talk to students who are already studying the subject, (and assess whether you would agree with their opinion).

3. MAKE A DECISION ON A COMBINATION OF SUBJECTS THAT SUITS YOUR REQUIREMENTS AND ABILITIES

There are some traps to avoid when making a selection of subjects.

- Do not select certain subjects simply because someone has told you that they "help you get good results and give you a better chance of getting into university". Doing poorly at a subject that is difficult for you will not improve your chances of university entry.
- Try not to be influenced by suggestions that you should or should not choose a particular subject, because a friend / brother / sister liked or disliked it when they studied it.

A GUIDE TO CHOOSING SENIOR SUBJECTS . . . CONTINUED

Consider taking some vocational subjects if:

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

4. FOR STUDENTS INTERESTED IN TERTIARY STUDY

If you are interested in tertiary study (for example, a university course or TAFE advanced diploma, diploma or associate diploma), there are some additional points you will need to consider:

- To qualify for entry to competitive, high-demand university courses, students will usually need to be eligible to receive an ATAR (Tertiary Entrance Rank) at the completion of Years 11 and 12.
- To be eligible for an ATAR, students must select a minimum of 5 subjects of which you must choose at least 4 General Subjects and 1 Applied/General.
- Students aiming to maximise their chances of tertiary entrance are strongly advised to follow these steps:
 - i) **Select all pre-requisite subjects** for your preferred courses.
 - ii) Check to ensure that you are **eligible for tertiary** entrance.
 - iii) Consider subjects in which you have both **an interest** and **demonstrated ability**.

5. BE PREPARED TO ASK FOR HELP

Even after following these suggestions, you and your parents may be a little confused or uncertain about the combination of subjects you have chosen. It is wise at this stage to check again with some of the many people available – the Guidance Officer, Teachers, Heads of Departments, Deputy Principals and Principal. They are all prepared to help you.

CHOOSING SENIOR SUBJECTS

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

OVERALL PLAN

As an overall plan, you are advised to choose subjects:

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

USEFUL INTERNET SITES FOR CAREER PLANNING

There are many Internet sites that can help you with your career planning. Below is a selection that you might find useful. Many of these sites have links to other helpful sites.

Career questionnaires

myfuture (My Guide) –

www.myfuture.edu.au/MyGuide

Career planning

Labour Market Information – www.employment.gov.au

Skills Shortages – <http://docs.employment.gov.au/node/31447>

myfuture – www.myfuture.edu.au -

- **My Guide** – helps you decide what jobs might suit you
- **The Facts** – info on developing your career, occupations, getting a job, training options, financial support

Occupational information

Australian Careers –

www.jobsearch.gov.au/ **Careers Online –**

www.careersonline.com.au/ **Job Outlook**

www.joboutlook.gov.au **myfuture (The**

Facts) –

<http://www.myfuture.edu.au/en/The%20Facts.aspx>

Graduate careers – www.graduatecareers.com.au

Specific occupations

Accounting – www.cpaaustralia.com.au/ ;

www.charteredaccountants.com.au

Architecture – www.architecture.com.au

Automotive – www.mtaq.com.au

Construction industry – www.constructmycareer.com.au

Defence jobs – www.defencejobs.gov.au

Electrical, electronic and communications –

www.neca.asn.au

Engineering and manufacturing –

www.engineeringaustralia.com.au

www.zoom.aigroup.asn.au

Film & TV industry – www.afc.gov.au/ (Click FAQs)

Information technology – www.itcareers.acs.org.au/

Marine Science – www.amsa.asn.au/

Mining – www.miningcareers.com.au , www.ausimm.com.au

Nursing – www.thinknursing.com/

Queensland Police – www.police.qld.gov.au/recruiting

Recreation industry – www.rta.com.au/Careers_Portal.aspx

Retail – www.retail.org.au , www.nra.net.au

Rural – www.ruralskills.com.au

Science www.sciencealert.com.au, [www.wisenet-](http://www.wisenet-australia.org/)

[www.wisenet-](http://www.wisenet-australia.org/)

www.serviceskills.com.au

Working conditions

[http://australia.gov.au/topics/employment-and-](http://australia.gov.au/topics/employment-and-workplace/working-conditions)

[workplace/working- conditions](http://australia.gov.au/topics/employment-and-workplace/working-conditions)

Wages, Awards, work conditions – www.fairwork.gov.au

Training Sites

Training Queensland – www.training.qld.gov.au/

Group Training Australia – www.gtaitd.com.au

Dept of Employment – <http://employment.gov.au>

Apprenticeships Access –

[www.australianapprenticeships.gov.au/programs/access-](http://www.australianapprenticeships.gov.au/programs/access-program)

[program](http://www.australianapprenticeships.gov.au/programs/access-program) **National Training Information Service –**

<http://training.gov.au> **TAFE Queensland –** www.tafeqld.edu.au

Financial assistance

Centrelink –

[http://www.humanservices.gov.au/customer/themes/job-](http://www.humanservices.gov.au/customer/themes/job-seekers)

[seekers](http://www.humanservices.gov.au/customer/themes/job-seekers) **HECS Help / FEE Help, –** www.studyassist.gov.au

Youth Allowance Guide –

Australian Catholic University –

[www.mcauley.acu.edu.au/studentse-](http://www.mcauley.acu.edu.au/studentseices/)

[ices/](http://www.mcauley.acu.edu.au/studentseices/) **Griffith University –**

[www.griffith.edu.au/ua/qa/ss/equity/h-](http://www.griffith.edu.au/ua/qa/ss/equity/home.html)

[ome.html](http://www.griffith.edu.au/ua/qa/ss/equity/home.html) **Queensland University of**

Technology –

www.equity.qut.edu.au/programs

The University of Queensland – www.sss.uq.edu.au/index

[http://www.humanservices.gov.au/customer/services/centrelink/youth-](http://www.humanservices.gov.au/customer/services/centrelink/youth-allowance)

[allowance](http://www.humanservices.gov.au/customer/services/centrelink/youth-allowance)

Scholarships –

www.hobsonscoursefinder.com.au/scholarship/search

Queensland education sites

Education Queensland – www.education.qld.gov.au

Qld Study Authority □ replaced by **QLD Curriculum**

and Assessment Authority in 2014 –

www.qcaa.qld.edu.au **Queensland Tertiary**

Admissions Centre – www.qtac.edu.au **Tertiary**

Study

www.graduatecareers.com.au

www.myuniversity.gov.au

[www.gooduniversitiesguide.com.](http://www.gooduniversitiesguide.com.au)

[au](http://www.gooduniversitiesguide.com.au) **Tertiary institutions**

Australian Catholic University –

www.acu.edu.au **Australian College of**

Tropical Agriculture – www.acta.qld.edu.au

Australian College of Natural Medicine –

www.acnm.edu.au **Australian Defence Force**

Academy – www.defence.gov.au/adfa/

Australian Maritime College –

www.amc.edu.au **Australian**

Universities – www.avcc.edu.au **Bond**

University – www.bond.edu.au

Central Queensland University –

www.cqu.edu.au **Christian Heritage**

College – www.chc.qld.edu.au **Dalby**

Agricultural College – www.dac.qld.edu.au

Emerald Agricultural College –

www.eac.qld.edu.au **Griffith University –**

www.griffith.edu.au

James Cook University – www.jcu.edu.au

Longreach Pastoral College –

www.lpc.qld.edu.au **QANTM –**

www.qantm.com.au/

Open Learning Australia – www.ola.edu.au

Open Learning Institute of TAFE – www.oli.tafe.net

Queensland University of Technology –

www.qut.edu.au **Queensland Institute of Business &**

Technology – www.qibt.qld.edu.au

Southern Cross University – www.scu.edu.au

The University of New England –

www.une.edu.au **The University of**

Queensland – www.uq.edu.au **University of**

the Sunshine Coast – www.usc.edu.au

University of Southern Queensland –

www.usq.edu.au **Job Search**

Australian Careers –

www.jobsearch.gov.au/ **Career one –**

www.careerone.com.au

Seek – www.seek.com.au/

Queensland Government jobs –

<https://smartjobs.qld.gov.au> **Commonwealth**

Government jobs – www.apsjobs.gov.au **Defence**

Forces – www.defencejobs.gov.au

Guide for students with disabilities – some

tertiary examples

TAFE

TAFE at School Program – Make Great Happen

Each year TAFE offers a School Program where students are able to enrol for 1 day per week. Students' timetables are adjusted to balance their commitments during the week. Students may have a spare line in their timetable to catch up on work missed while they are at TAFE. TAFE offers programs 5 days but once enrolled, students will attend the same day each week.

Get a head start on your future with TAFE at School. Gain a nationally-recognised qualification while you're still at school and graduate job ready, giving you a head start on your career or future study plans.

Completing a TAFE at School course will seamlessly fit around your high school studies, with your TAFE course generally replacing one of your senior schooling subjects and our term dates aligning with Queensland school terms. For more information, please refer to <https://tafeqld.edu.au/courses/ways-to-study/tafe-at-school>.

Students will miss one lesson per week of their subjects unless they have a TAFE course that runs on a Wednesday.

Courses are available for students from Year 10. Students can only enrol in courses they can complete while still enrolled at school.

Currently there are two main TAFE providers in our area. TAFE Brisbane (formerly Southbank Institute of TAFE, Metropolitan South Institute of TAFE and Brisbane North Institute of TAFE) and TAFE Gold Coast (formerly Gold Coast Institute of TAFE).

TAFE credit points are counted towards a QCE – Queensland Certificate of Education. Generally, a Certificate II will contribute 4 QCE points and a Certificate III will contribute between 6-8 points. Twenty credit points are required to complete the QCE.

There are costs associated with enrolling in these courses. Courses are generally over one or two years. Courses are offered from the start of each year; some courses offer a second intake and an email notice will be sent out for those.

Costs vary from course-to-course and you can check the TAFE website for the most up-to-date prices. You may be eligible for a range of fee-free TAFE at School courses, covered under VET in Schools (VETiS) funding, this is funded by the Queensland Government. The courses advertised as VETiS funded in the guide are only applicable if you have not accessed VETiS funding in the past. For further information, please refer to desbt.qld.gov.au/training/providers/funded/vetis. Eligible students are entitled to one VETiS funded program only.

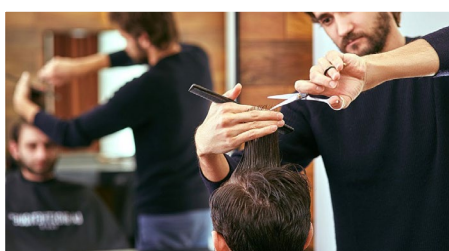
For 2024/2025 courses, applications and enrolments will open usually the term before. Go to: <http://www.tafeapply.com>.

For all career guidance please see our Guidance Officer, Mr Corr-Clements, Mr Wackwitz or Ms Fawcitt and for TAFE information please see Kym Billington our Industry Liaison Officer who will also be able to assist in terms of TAFE, work placements, traineeships and apprenticeships.

Overall, TAFE at School programs are excellent for helping to prepare young people for employment and the world of work.

Contact: Joanne Ferguson - Industry Liaison Officer

Email: jferg261@eq.edu.au



The Queensland Certificate of Education (QCE)

1. The QCE is not the same as the Senior Certificate.
 2. To be awarded a QCE, students will be required to have **20 credits** and satisfy requirements in **literacy and numeracy** (for most students this will be a satisfactory in an English and a Mathematics subject in at least one semester).
 3. A QCE **credit table** is provided below. **Students must gain a satisfactory in a subject to achieve credit.**
 4. Note that credits can be achieved through a variety of school-based and other courses.
 5. Learning accounts have been opened for our students.
 6. Students "at risk" of not achieving a satisfactory in English or Mathematics will be provided with alternative ways of achieving the literacy/numeracy requirements.
 7. Not all students will achieve the QCE by the end of Year 12. However, the QCE can still be attained after a student has finished Year 12.
 8. **All students** will receive a **Senior Statement** if they finish Year 12. This will simply be a statement of the student's results and, unlike the QCE, is not a qualification.
 9. **All students** must study **three** electives in Year 11 through to Year 12 and **complete each subject successfully**.
- Please contact Mrs Jackie Anderson (Deputy Principal) if you have further questions regarding the QCE.

NAME: Jacqueline Anderson
 EMAIL: jande83@eq.edu.au

QCE credit table

Core	credit	Preparatory	credit	Enrichment	credit	Advanced	credit
• General or Essential or Applied subject	4	• VET certificate I <i>(maximum of 2 can count)</i>	2	• a recognised certificate or award in areas such as music, dance, drama, sport and community development	1	• a one-semester university subject achieved while at school	2
Senior external examination	4	• an employment skills development program <i>(only 1 can count)</i>	2	• a negotiated workplace, community or self-directed learning project	1	• a two-semester university subject achieved while at school	4
• VET Certificate II	4	• a re-engagement program <i>(only 1 can count)</i>	2	• structured workplace or community learning	1	• competencies in a diploma or advanced diploma over at least one semester <i>(or its equivalent)</i>	2
• VET Certificate III – IV	8			• General extension subject	2		
• school-based apprenticeship and traineeship	4						
• tailored training program	4						
• international learning program	4						
Minimum of 12 credits		Maximum of 4 credits		Maximum of 8 credits		Maximum of 8 credits	

Queensland Certificate of Education

For students completing Year 12 from 2020

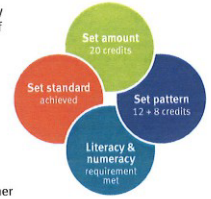


About the QCE

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

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

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



QCE requirements

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

Set amount

20 credits from contributing courses of study, including:

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

Set pattern

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

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

Set standard

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

Literacy & numeracy

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

More information

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

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



For all Queensland schools

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

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

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

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

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

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

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

Literacy & numeracy

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

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

Literacy

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

Numeracy

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

Changes to senior schooling in Queensland

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

Under the new QCE system, students can still choose from a wide range of subjects and courses to suit their work and study goals. Assessment will change in QCAA General subjects, with the introduction of common external assessments.

From 2020, there will also be a new way to rank students who wish to apply for university. The Australian Tertiary Admission Rank (ATAR) will be used to rank eligible Year 12 graduates, rather than the Overall Position (OP). ATARs will be calculated and issued by the Queensland Tertiary Admissions Centre (QTAC). Visit QTAC for details: www.qtac.edu.au/for-schools/atar-information.

Senior Education Profile

Queensland students receive a Senior Education Profile from the QCAA when they complete Year 12. All students receive a statement of results, which is a transcript of their learning account. Eligible students also receive either a QCE or a QCIA. Students who are not eligible for the QCE at the end of Year 12 will continue to accrue credit and will receive an updated statement of results and a QCE when eligible.

Statement of results

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

QCE

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

QCIA

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



SUBJECTS PROPOSED FOR 2026

General subjects (Subjects which contribute to ATAR eligibility)	Applied or Essential subjects
Biology	Arts in Practice
Ancient History	Dance in Practice
Chemistry	Early Childhood Studies
Film and Television	Essential English
Psychology	Fashion
Specialist Mathematics	GSK
Physics	Hospitality
English	Industrial Skills
Food and Nutrition	Media Arts in Practice
Psychology	Sport and Recreation
Design	
Music	
Physical Education	
Modern History	
Visual Arts	
Legal Studies	

NB. Subjects which attract few enrolments will not proceed or may be offered through Brisbane School of Distance Education (BSDE)

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

Students with significant impairment or learning difficulties, which are not due to socio-economic, cultural and/or linguistic factors will be eligible for the QCIA.

The certificate records educational outcomes in two areas:

1. Statement of Achievement

This area will have a series of descriptors under five curriculum headings:

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

2. Statement of Participation

Activities undertaken as part of the student's post-compulsory schooling

This certificate recognises schooling achievements that are generally not recorded on the QCE, Senior Statement or banked into the student's learning account. It is an official record of completion of at least 12 years of education. It can be shown to employers as a summary of a student's knowledge and skills.

Parents wishing to find out more about the QCIA are asked to contact Ms Kim Napier (Head of Department, Personalised Learning) on 55457222 or email knapi3@eq.edu.au.

EARLY TERTIARY STUDY

A number of universities offer high achieving students the opportunity to study a university subject during Year 12, attending lectures, tutorials, seminars and workshops, or online, with the Uni students who are enrolled in the subject. Students gain experience of university study, and the opportunity to see if the course is what they really want to do.

Successful completion of the subject gives 2 credits towards the QCE, and may provide guaranteed entry to a university course and/or credit towards a degree.

For further information, please contact the Guidance Officer, Ms Fawcitt (email hfawc1@eq.edu.au).

MANDATED

SUBJECTS

English



General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Year 11		Year 12	
Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> • Texts in contexts • Language and textual analysis • Responding to and creating texts 	Texts and culture <ul style="list-style-type: none"> • Texts in contexts • Language and textual analysis • Responding to and creating texts 	Textual connections <ul style="list-style-type: none"> • Topic 1: Conversations about issues in texts • Topic 2: Conversations about concepts in texts. 	Close study of literary texts <ul style="list-style-type: none"> • Topic 1: Creative responses to literary texts • Topic 2: Critical responses to literary texts

Assessment

Students will complete four assessments in both Year 11 and 12.

Formative assessments (Year 11)

Unit 1 and 2	
FA1 <ul style="list-style-type: none"> • Spoken persuasive response (up to 7 minutes) 	25%
FA2 <ul style="list-style-type: none"> • Written response for a public audience (1000-1200 words) 	25%
FA3 <ul style="list-style-type: none"> • Examination – extended response (600-800 words) 	25%
FA4 <ul style="list-style-type: none"> • Examination – extended response (600-800 words) 	25%

Summative assessments (Year 12)

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Spoken persuasive response (up to 8 minutes) 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Examination – extended response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Written response for a public audience (up to 1500 words) 	25%	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Examination – extended response 	25%

PREREQUISITES:

- *Students are required to have studied English (not English Foundation or Essential English) in Years 9 and 10 and received a minimum of a B.*
- A recommendation (to study Year 11 English) is required from your Year 10 English teacher.

CONTACT NAME:

Head of Department – Angela Ross

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aross58@eq.edu.au

Essential English

Applied senior subject



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

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

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

Pathways

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

Objectives

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

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

Structure

Year 11		Year 12	
Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to texts • Creating texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to texts • Creating texts 	Language that influences <ul style="list-style-type: none"> • Topic 1: Creating and shaping perspectives on community, local and global issues in texts • Topic 2: Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> • Topic 1: Responding to popular culture texts • Topic 2: Creating representations of Australian identifies, places, events and concepts

Assessment

Students will complete four assessments in both Year 11 and 12.

Formative assessments (Year 11)

Unit 1 and 2	
FA1 <ul style="list-style-type: none"> • Spoken response (3-5 min) 	25%
FCIA <ul style="list-style-type: none"> • Common internal assessment (CIA) 	25%
FA3 <ul style="list-style-type: none"> • Multimodal response (3-5 min) 	25%
FA4 <ul style="list-style-type: none"> • Written response (500-800 words) 	25%

Summative assessments (Year 12)

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Spoken response (up to 6 minutes) 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Multimodal response (up to 6 minutes)
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Written response (up to 800 words)

CONTACT NAME:

Head of Department – Angela Ross

EMAIL:

aross58@eq.edu.au

ELECTIVE SUBJECTS

Ancient History

General Subject - ATAR

Ancient History is a compelling course that focuses on the study of interaction and impacts of individuals, groups and society from the renowned ancient Greek, Egyptian and Roman civilisations. Students will explore the role of people and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past and examine the scientific techniques and processes that archaeologists and historians have used to develop a concise understanding of people, society and events from these eras in time. Students will investigate the problematic nature of evidence and pose increasingly complex questions about the past. Students will use academic skills of historical inquiry, analysis and interpretation of sources to formulate reasoned responses.

Skill Set

Multi-disciplinary skills in:

- Analysing textual & visual sources
- Constructing arguments
- Challenging assumptions
- Thinking critically

Career Pathways

A course in Ancient History establishes a basis for further education & employment in the fields of:

Archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

Ancient History

UNIT 1

Ideas in the Modern World

Russian Revolution
1789-1799

Assessment

Formative internal

UNIT 2

Movements in the Modern World

Australian Indigenous Rights and Freedoms

Assessment

Formative internal assessments

UNIT 3

Reconstructing the Ancient World

Fall of the Western Roman Empire
Pompeo & Herculaneum

Assessment

Summative internal assessment - IA1:
Essay in response to sources - 25%
Summative internal assessment - IA2:
Independent Source Investigation – 25%

UNIT 4

People, Power & Authority

Ancient Greece
The Peloponnesian War

Assessment

Summative internal assessment - IA3:
Investigation – Historical Essay based on research - 25%
Summative internal QCAA assessment EA:
Examination – Short Response to historical sources - 25%

Excursions

- **University of Queensland (UQ) Campus:** Tour of the Campus, including the library as well as the experience of participating in at a lecture.
- **State Library of QLD**



Contact Name: HOD – Melissa Gibson
Email: mgibs33@eq.edu.au

ARTS in PRACTICE



WHY ARTS in PRACTICE?

Arts in Practice is an Applied senior syllabus. In Arts in Practice, students embrace studies in and across the visual, performing and media arts (dance, drama, media arts, music, and visual arts). Arts works may be a performance, product, or combination of both. Students plan and make arts works for a range of purposes and contexts, and respond to the work created by themselves, their peers and industry professionals.

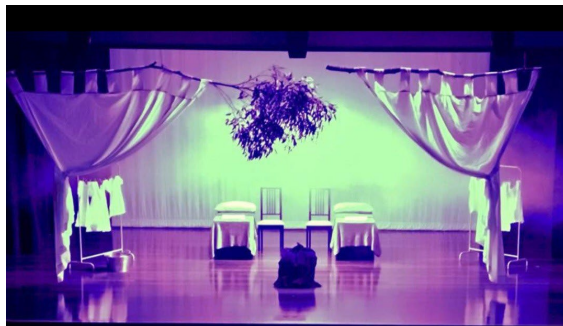
AIM of SUBJECT:

- promote confidence, creativity and communication as students enhance self expression across a range of the Arts.
- respond to current issues to create and present arts works for a specified audience.
- consider cultural perspectives and identities to create and present arts works that respond to community events.
- engage with clients in the local community and aspirational arts opportunities to create and present arts works.
- promote imagination, critical and creative thinking.
- promote cultural and community engagement.
- foster spoken and written modes of literacy
- develop dynamic interpersonal skills and teamwork.



ASSESSMENT for ARTS in PRACTICE: In Arts in Practice, students must demonstrate at least two arts disciplines (dance, drama, media arts, music or visual arts) as either single or integrated outcomes for the assessments in each unit.

- **Use Arts practices** - when making, students use multidisciplinary arts practices of dance, drama, media arts, music and/or visual arts to create or perform arts works. They develop independence across the course of study, selecting and refining arts practices according to their strengths and interests.
- **Plan Arts Works** - planning may be presented as annotated images; briefs; call or running sheets; choreographic statements; design folios; pitches; programs; proposals; recorded conversations; research notes; sketches; or spoken, written or signed presentations
- **Communicate ideas** - for example, students might make arts works to inform audiences and lead action on issues that students connect to through a personal or cultural context, and communicate influences and personal style for an authentic and aspirational arts opportunity
- **Evaluate arts works** - written evaluations may be presented as a series of annotations or labels associated with arts works, essays, graphic organisers, lists, reflective articles or reviews. Spoken or signed evaluations may be presented as conversations, interviews, presentations, podcasts or other audio recordings. Multimodal evaluations may include recorded or live voice, gestural or physical responses, film clips, sketches or words.

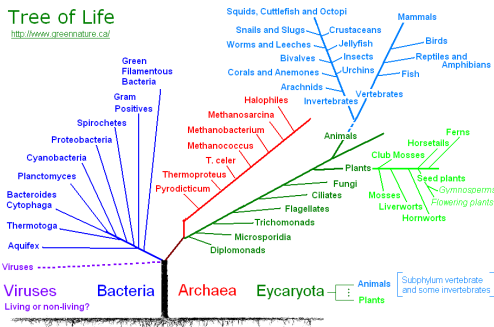


Name : Head of Department – Cheryl Dundas
Email: cdund2@eq.edu.au

Biology is Life

Biology – Year 11 & 12 [General Subject - ATAR]

Tree of Life
<http://www.reefmatlab.ca>



Considering a career in; Agricultural scientist, Agricultural technical officer, Biochemist, Biotechnologist, Botanist, Environmental scientist, Forensic scientist, Forrest technical officer, Geologist, Horticultural scientist, Marine biologist?

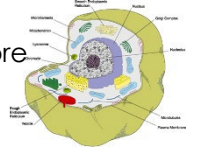
A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Have an interest in Science and did well in Science, Maths, and English in Year 10 or 11?

Then Biology is a subject for you

Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This subject will provide a foundation to critically consider contemporary biological issues and to make informed decisions about these issues in everyday life.

Biology may be useful for Science courses at university, and it is very beneficial to study more than one science if one is intending to pursue a science degree.



Prerequisites for Biology:

From Year 10	From Year 11
<ul style="list-style-type: none"> English – C [General] or A [Essential] Maths – C [Methods or General] or A [Essential] Science – B (especially the Biology Section + science report writing) 	<ul style="list-style-type: none"> Yr 11 English – C [General] or A [Essential] Yr 11 Maths – C [Methods or General] or A [Essential] Science – C (any Senior Science) or Year 10 science prereq.

Topics	Assessment
<p>Unit 1 - Cells and multicellular organisms</p> <ul style="list-style-type: none"> Cells as the basis of life Multicellular organisms <p>Unit 2 - Maintaining the internal environment</p> <ul style="list-style-type: none"> Homeostasis Infectious diseases <p>Unit 3 - Biodiversity and the interconnectedness of life</p> <ul style="list-style-type: none"> Describing biodiversity Ecosystem dynamics <p>Unit 4 - Heredity and continuity of life</p> <ul style="list-style-type: none"> DNA, genes and the continuity of life Continuity of life on Earth 	<ul style="list-style-type: none"> Unit 1 and Unit 2 assessed by school using similar methods to Unit 3 and 4 Unit 3 and 4 (Summative – contributes towards ATAR) <ul style="list-style-type: none"> Summative internal assessment 1 (IA1) - Data test – 10% Summative internal assessment 2 (IA2) - Student experiment – 20% Summative internal assessment 3 (IA3) - Research investigation – 20% <p>Summative external assessment (EA) – Examination – 50%</p>

There is an expectation that students will have a weekly program of Homework to complete.

Note: This subject has a 50% external examination; this exam is written by the QCAA and assessed under specific and formal exam conditions as set by the QCAA. The school is not provided with copies of the exam prior to the exam date. This exam is completely sight unseen by the school and students. The material of the external exam comes mainly from Unit 3 & 4 but may draw on material from the other Units.

Possible Ecology Field Excursion – Cost \$65.00 approximately



For further information please contact
Robynna Martinovic (HOD Sen Mat/Sci) ph. 5545 7222 or rmart37@eq.edu.au



Chemistry – Year 11 & 12

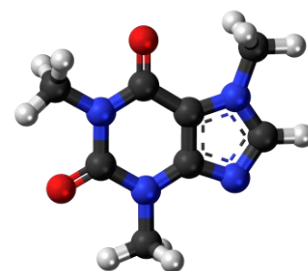
[General Subject - ATAR]

Considering a career like; Chemical scientist, Chemical plant operator, Chemist, Engineering – various fields, Geologist, Geophysicist, Patent examiner, Pilot, Quality assurance inspector, Surveyor, Health scientist (medicine, pharmacy) and careers in mining, agriculture, marine science?

Have an interest in Science and did well in Science, Maths, and English in Year 10 or 11?

Then Chemistry is a subject for you

An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology. This course can be used as a foundation to pursue further studies in chemistry. Through the study of Chemistry, a student will become a more informed citizen, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.



Chemistry is useful for many Science courses at university, and it is very beneficial to study more than one science if one is intending to pursue a science degree.

Prerequisites for Chemistry:

From Year 10	From Year 11
<ul style="list-style-type: none"> English – C (not Essential English) Maths – B [Math Methods] or A [General] Science – B (especially the Chemistry Section + science report writing) 	<ul style="list-style-type: none"> Yr 11 English – C (not Essential English) Yr 11 Maths – C [Math Methods] or B [General] Science – C (any Senior Science) or Year 10 science prereq.
Topics	Assessment
<p>Chemical fundamentals — structure, properties and reactions</p> <ul style="list-style-type: none"> Properties and structure of atoms Properties and structure of materials Chemical reactions —reactants, products and energy change <p>Molecular interactions and reactions</p> <ul style="list-style-type: none"> Intermolecular forces and gases Aqueous solutions and acidity Rates of chemical reactions <p>Equilibrium, acids and redox reactions</p> <ul style="list-style-type: none"> Chemical equilibrium systems Oxidation and reduction <p>Structure, synthesis and design</p> <ul style="list-style-type: none"> Properties and structure of organic materials Chemical synthesis and design 	<ul style="list-style-type: none"> Unit 1 and Unit 2 assessed by school using similar methods to Unit 3 and 4 Unit 3 and 4 (Summative – contributes towards ATAR) <ul style="list-style-type: none"> Summative internal assessment 1 (IA1) <ul style="list-style-type: none"> Data test – 10% Summative internal assessment 2 (IA2) <ul style="list-style-type: none"> Student experiment – 20% Summative internal assessment 3 (IA3) <ul style="list-style-type: none"> Research investigation – 20% <p>Summative external assessment (EA) – Examination – 50%</p>

There is an expectation that students will have a weekly program of Homework to complete.



Note : This subject has a 50% external examination; this exam is written by the QCAA and assessed under specific and formal exam conditions as set by the QCAA. The school is not provided with copies of the exam prior to the exam date. This exam is completely sight unseen by the school and students. The material of the external exam comes mainly from Unit 3 & 4 but may draw on material from the other Units.

For further information please contact Robyna Martinovic (HOD Sen Mat/Sci)

DANCE IN PRACTICE

Applied Subject



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

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

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

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

Pathways

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

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

Objectives

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

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

IMPORTANT!

If you have completed the Year 9 Cert II in Dance, you cannot pick this subject.

Contact

Name : Head of Department – Chery Dundas
Email: cdund2@eq.edu.au

Structure

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

Unit option	Unit title
Unit option A	Celebration
Unit option B	Industry
Unit option C	Health
Unit option D	Technology

Assessment

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

Technique	Description	Response requirements
Choreography	Students choreograph a dance for an identified group by adapting the choreography from the performance project to be suitable for a new group.	Choreography of dance Choreography (live or recorded): up to 4 minutes
Choreographic project	Students plan, choreograph and evaluate a dance for a celebration event, a dance work for a dance industry sector, or dance video for a selected artist or audience.	Choreography of dance/dance work Choreography (live or recorded): up to 4 minutes Planning and evaluation of choreography One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform a celebration dance, a dance work to showcase skills for an industry sector, or choreography for a dance video, as connected to the choreographic project.	Performance of dance, dance work/s Performance (live or recorded): up to 4 minutes
Performance project	Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography.	Performance of dance Performance (live or recorded): up to 4 minutes Planning of choreography and evaluation of performance One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent



Design is an exciting, creative and contemporary ATAR senior subject, encouraging solution driven thinking



This course meets the huge global demand for good design and clear communication, while developing the ability to think critically about real world problems and develop solutions for clients.



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 innovative ideas.

Study Pathways and Career Fields



Architecture
Engineering
Interior Design



Graphic Design
Digital Media



Furniture Design
Trade Career



Fashion Design
Jewellery Design



Industrial Design
Product Design

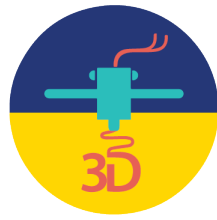
Real World 21st Century Skills



Your mind is constantly brimming with creative ideas



High and low fidelity prototyping



3D Printing
Vinyl printer/cutter



Real world Industry standard software

Structure

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

Contact: HOD Chris Moore

Email: camoo2@eq.edu.au



Early Childhood Studies

Applied Subject



Early Childhood Studies focuses on learning about children aged from birth to five years.

The course of study involves learning about ideas related to the fundamentals and industry practices. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development.

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

Pathways

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

Objectives

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

1. Investigate the fundamentals and practices of early childhood learning.
2. Plan learning activities.
3. Implement learning activities.
4. Evaluate learning activities.

Structure

Early Childhood Studies is a four-unit course of study. The QCAA has six developed units for schools to select from to develop their course of study.

Units:

- Play and Creativity
- Literacy and Numeracy
- Children's Development
- Children's Wellbeing
- Indoor and Outdoor Environments
- The Early Education and Care Sector



Technique	Description	Response Requirements
Investigation	<ul style="list-style-type: none"> • Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity. 	<p>Planning and Evaluation</p> <p>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media.</p>
Project	<ul style="list-style-type: none"> • Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity. 	<p>Play-based Learning Activity</p> <p>Implementation of activity: up to 5 minutes</p> <p>Planning and Evaluation</p> <p>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media.</p>



CONTACT NAME: Head of Department – Cameron Ross
PHONE: 07 5545 7222
FAX: 07 5545 7200
EMAIL: cross55@eq.edu.au



Fashion – Applied

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations, including fashion design, production, merchandising and sales.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.



Pathways: A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising and retail.



Units:

1. Fashion Designers
2. Slow Fashion
3. Historical fashion influence
4. Industry Trends

Contact Name: Head of Department – Cameron Ross

Phone: 07 5545 7222

Email: cross55@eq.edu.au

Assessment:

1. **Outfit design:** Students design an outfit inspired by the environment
2. **Fashion Garment:** Students design and produce fashion garment/s inspired by a selected fashion designer.
3. **Fashion Garment:** Students design and produce fashion garment/s that have been upcycled from preloved garments
4. **Awareness campaign:** Students create an awareness campaign for the local community promoting sustainable fashion practices
5. **Practical demonstration – Fashion drawing:** Students create a series of contemporary fashion drawings inspired by historical fashion influences.
6. **Project – Fashion Garment:** Students design and produce fashion garment/s inspired by historical influences.
7. **Project – Fashion garment:** Students design and produce fashion garment/s in response to an emerging fashion trend, e.g. a style, design feature, colour, new material, new fabric composition.
8. **Practical demonstration – Marketing campaign:** Students create a marketing campaign for specific fashion product/s.



Film and Television

General Subject - ATAR

Film, Television and New Media fosters creative and expressive communication through the use of technology. It explores the five key concepts of technologies, representations, audiences, institutions and languages through creative units focused on genre, experimental films and documentaries.

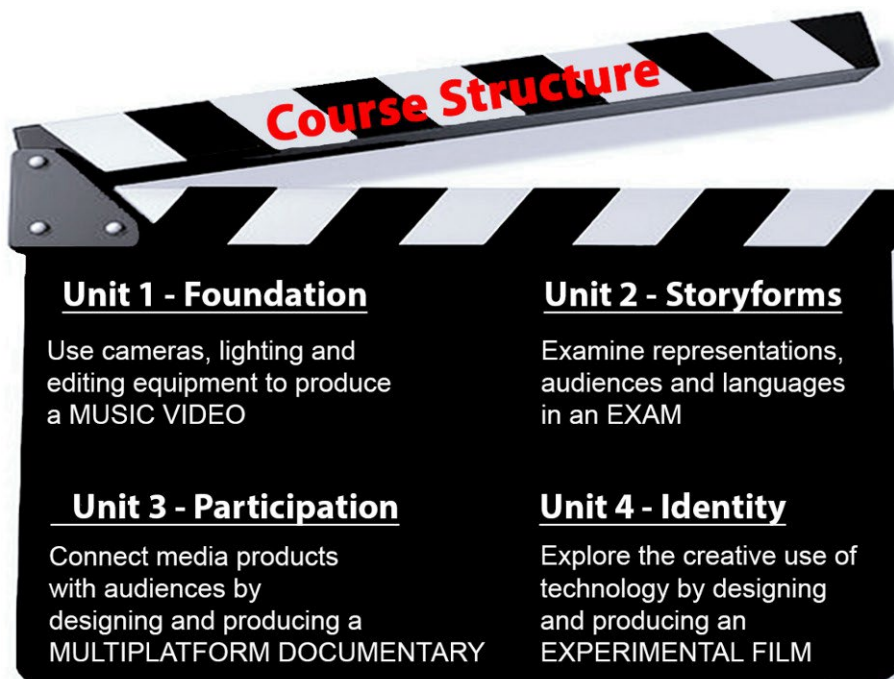
Students will creatively apply film, television and new media key concepts to make film and television products, and investigate and respond to moving-image media content and production contexts. Through this course, students will develop a respect for diverse perspectives and a critical awareness of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

Pathways

A course of study in Film, Television and New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields such as advertising, communication, design, education, film and television, and public relations.

Structure

Units 1 and 2 are school-based projects; formative units of work designed for our school. In Units 3 and 4, students complete four summative assessments.



Course Structure	
Unit 1 - Foundation Use cameras, lighting and editing equipment to produce a MUSIC VIDEO	Unit 2 - Storyforms Examine representations, audiences and languages in an EXAM
Unit 3 - Participation Connect media products with audiences by designing and producing a MULTIPLATFORM DOCUMENTARY	Unit 4 - Identity Explore the creative use of technology by designing and producing an EXPERIMENTAL FILM

CONTACT NAME:
EMAIL:

HEAD OF DEPARTMENT – CHERYL DUNDAS
cdund2@eq.edu.au

Food & Nutrition General Subject - ATAR

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, in conjunction with study of the food system.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development and the overarching principles of waste management, sustainability and food protection that have an impact on all sectors of the food system.



Salad dressing powder & balsamic vinegar spheres

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures. Using a problem-based learning approach, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students will integrate and use new and existing knowledge to make decisions and solve problems through investigation, experimentation and analysis. Food and Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition.

Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

Objectives

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- generate solutions to provide data to determine the feasibility of the solution
- determine solution requirements and criteria
- synthesise information and data
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Structure

• Unit 1	• Unit 2	• Unit 3	• Unit 4
<ul style="list-style-type: none"> • Food science of vitamins, minerals and protein • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions 	<ul style="list-style-type: none"> • Food drivers and emerging trends • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets 	<ul style="list-style-type: none"> • Food science of carbohydrate and fat • The food system • Carbohydrate • Fat • Developing food solutions 	<ul style="list-style-type: none"> • Food solution development for nutrition consumer markets • Formulation and reformation for nutrition consumer markets • Food development process

Assessment

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

Summative Assessments

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

CONTACT NAME: Head of Department – Cameron Ross

EMAIL: cross55@eq.edu.au

Industrial Graphics Skills (GSK)



GSK is a communication based course, offering pupils the chance to create 2D drawings and 3D models using sketching and drawing board techniques and industry standard computer software.



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



It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills.

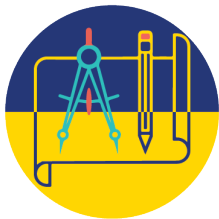
Study Pathways and Career Fields



Architecture
Engineering
Interior Design



Site Management
Foreperson



Draftsperson
- Architectural
- Industrial



Project
Management



Trades Person
- Builder
- Electrician
- Plumber

Real World 21st Century Skills



Creativity and
manufacturing skills



CNC
Manufacturing



Health & Safety
Skills for work



Real world
Industry standard
software

GSK Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Drafting for Residential Building • Introduction to Technical Sketching • Intro to Drafting skills • House deck extension 	<ul style="list-style-type: none"> • Graphics for the construction industry • Covered deck extension • Set of technical drawings 	<ul style="list-style-type: none"> • Computer-aided drafting – modelling • 3D model of component • Progress logbook • 3D animation of components 	<ul style="list-style-type: none"> • Computer-aided manufacturing drafting • 3D model of Multi-component product • CNC manufacture of product

Contact: HOD Chris Moore

Email: camoo2@eq.edu.au



Hospitality Practices

Applied Subject



The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context.

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

Pathways

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

Objectives

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

1. Demonstrate practices, skills and processes.
2. Interpret briefs.
3. Select practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt production plans, techniques and procedures.



Structure

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

Units

- Culinary Trends
- Bar and Barista Basics
- In-house Dining
- Casual Dining
- Formal Dining
- Guest Services

Assessment

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

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



CONTACT NAME: Head of Department – Cameron Ross
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Industrial Technology Skills (ISK)



ISK is a workshop based course, offering pupils the chance to design, model and build products using multiple materials, hand skills and CNC manufacturing processes.



The subject focuses on the underpinning industry practices and production processes required to manufacture products in a variety of industries, including aeroskills, automotive, building and construction, engineering, furnishing and plastics.



ISK provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing essential vocational and life skills.

Study Pathways and Career Fields



Joinery
Carpentry
Shop Fitting



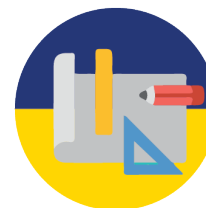
Engineering
Mechanics



Fabrication
Fitting & Turning



Site Management
Foreperson



Architecture
Engineering
Interior Design

Real World 21st Century Skills



Creativity and manufacturing skills



CNC Manufacturing



Health & Safety Skills for work



Real world Industry standard software

ISK Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Engineering Skills - Sheet Metal Working • Intro to safety • Small cabinet & shelf • Toolbox with hinged lid 	<ul style="list-style-type: none"> • Industrial Graphics Skills - Graphics for the furnishing industry • Technical sketches & drawings of beach chair and wall unit 	<ul style="list-style-type: none"> • Furnishing Skills - Furniture-making • Joint exercise - cup holder • Furniture product Beach chair 	<ul style="list-style-type: none"> • Furnishing Skills - Interior furnishing • Picture frame & insert • Hanging Wall unit

Contact: HOD Chris Moore

Email: camoo2@eq.edu.au

Interschool Sports

Tamborine Mountain SHS students participate in **5 full-day cluster sport days** across Terms 1, 2, and 3. You'll be competing in the **Gold Coast Sport North (GCSN) Interschool competition** against other Northern Gold Coast schools such as Coombabah SHS, Pacific Pines SHS, Helensvale SHS, Foxwell SSC, and Upper Coomera SSC. Remember, you're representing our school, so please adhere to our behaviour management plan and high standards.

You'll participate in your chosen interschool sport over the 5 carnival days, primarily scheduled across Terms 2 and 3. Depending on your team's performance, there may be up to 2 finals rounds during Term 3!

Here are some sports you may get to participate in 2026.

Competitive Sports:

- Tennis
- Volleyball
- Table Tennis
- Rugby League
- Soccer
- Futsal
- Netball
- Basketball
- Touch Football

Recreational Sports:

- Mountain Biking
- Chess
- E-sports

- **Attendance:** Cluster days are compulsory school days.
- **Payment:** Invoices will be sent in Term 1 and must be paid before the second Cluster Day.
- **Consent:** Consent is required through QParents, just like other excursions. You won't be able to leave the school without written consent from a parent or caregiver.

Interschool sports are a fantastic opportunity to represent Tamborine Mountain SHS, develop your skills, and have fun! Sign up and get ready to show your school spirit!

CONTACT NAME: Head of Department – Cameron Ross
EMAIL: cross55@eq.edu.au

LEGAL STUDIES General Subject - ATAR



Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. Mock courts are able to be run for this subject due to our complete court room newly installed in 2021. This give students hands on experience of content and procedures. Students also attend an excursion to the Brisbane Courts and Boggo Road Gaol to see real-life applications of course content and the Legal System up close and personal.



AREAS STUDIED OF THE LAW	CRITICAL EXAMINATION	SKILLS	PATHWAYS
<ul style="list-style-type: none"> Foundations of Law The Criminal Justice Process Civil Justice System 	Issues of: Governance Contemporary Issues of law reform and change Australian and International Human Rights Issues.	Inquiry Skills Critical Thinking Problem-Solving Skills Reasoning Ethical Decision- making & Recommendations Information and Data Analysis Legal terminology Social values, justice & equitable outcomes.	A course in Legal Studies establishes a basis for further education & employment in the fields of: <ul style="list-style-type: none"> Law Law enforcement Criminology Justice studies Politics

Structure

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

Assessment

Unit 1 & 2 - formative assessment covering all the criteria to be assessed in Unit 3 & 4.

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

CONTACT NAME:

Subject Area Co-ordinator – Maree Rowell

EMAIL:

mrowe29@eq.edu.au

MEDIA ARTS IN PRACTICE

Applied Subject



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

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

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

Pathways

Media Arts in Practice students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies.

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

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global media industry that is constantly adapting to new technologies, as well as more broadly in fields such as education, marketing, humanities, recreation, health and science.

Objectives

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

- use media arts practices
- plan media artworks
- communicate ideas
- evaluate media artwork

Structure

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

Unit option A	Personal viewpoints
Unit option B	Representations
Unit option C	Community
Unit option D	Persuasion

Assessment

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that reflects a purpose and context relevant to the unit.	<p>Design product</p> <p>Design product must represent:</p> <ul style="list-style-type: none"> • Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (see response requirements for 'Media artwork' below). <p>Planning and evaluation of design product</p> <p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Media artwork	Students implement the design product from the project to make a media artwork relevant to the unit.	<p>Media artwork</p> <p>One of the following:</p> <ul style="list-style-type: none"> • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s

CONTACT NAME: Cheryl Dundas – Arts Head of Department
EMAIL: cdund2@eq.edu.au

Modern History General Subject - ATAR

Modern History is a thoroughly engaging and dynamic Senior course which provides opportunities for the students to gain a historical knowledge and understanding about some of the key events and forces that have contributed to the development of the modern world throughout the 20th Century. The course provides students with a skillset to analyse differing perspectives of events and form a historical consciousness in relation to the forces behind these events.

Skill Sets

Empathetic & critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

The skillset acquired in Modern History is transferrable across all disciplines in academia and life.

Career Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of:

Education, history, communications, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

Modern History

UNIT 1

Ideas in the Modern World

Australian Frontier Wars
1788 – 1930's
Russian Revolution
Assessment
Formative internal

UNIT 2

Movements in the Modern World

Civil Rights Movement in the USA
1954 – 1968
Australian Indigenous Rights and Freedoms
Assessment
Formative internal assessments

UNIT 3

National experiences in the Modern World

Germany
1914 - 1945
Israel
1948 – 1993
Assessment
Summative internal assessment - IA1:
Examination – essay in response to historical sources – 25%

Summative internal assessment - IA2:
Independent source investigation – 25%

UNIT 4

International experiences in the Modern World

Australian engagement with Asia since 1945
Cold War
1945 – 1991
Assessment Summative internal assessment - IA3:
Investigation – historical essay based on research – 25%

Summative internal QCAA assessment - EA:
Examination – short response to historical sources – 25%

Excursions

- **University of Queensland (UQ) Campus:** Tour of the Campus, including the library as well as the experience of participating in at a lecture.
- **Museum of Brisbane and McArthur Museum Excursion**

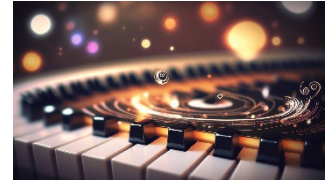
Contact Name: Head of Department – Melissa
Email: mgibs33@eq.edu.au





MUSIC

General Subject - ATAR



Music fosters creative and expressive communication, allowing students to develop musicianship through the making of it (performance/composition) and responding to it (musicology).

Through performance, composition and musicology, students use and apply music elements and concepts, extending their knowledge and understanding to convey their meaning and/or emotion through the different contexts, styles and genres this artform has to give.

Pathways

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

Objectives – By the conclusion of this course, students will:

- Demonstrate technical skills;
- Explain, analyse, interpret and use music elements and concepts;
- Apply compositional devices;
- Examine music to analyse, evaluate and justify ideas and viewpoints.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	Identities How do musicians communicate cultural, political, social and personal identities when performing, composing and responding to music?	Innovations How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	Narratives How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment:

In Units 3 and 4 students complete four summative assessment pieces as outlined below:

Unit 3	Unit 4
Summative Internal Assessment 1 (Performance) – 20%	Summative Internal Assessment 3 (Integrated Project) – 35%
Summative Internal Assessment 2 (Composition) – 20%	
Summative External Exam – 25%	

‘Music is the universal language of mankind.’

Contact Name: Cameron Ross – Head of Department
Email: cross55@eq.edu.au



Physical Education General Subject - ATAR



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

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

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

Students learn experientially through the three stages on an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about through movement, demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Pathways

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

Objectives

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

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

Structure

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

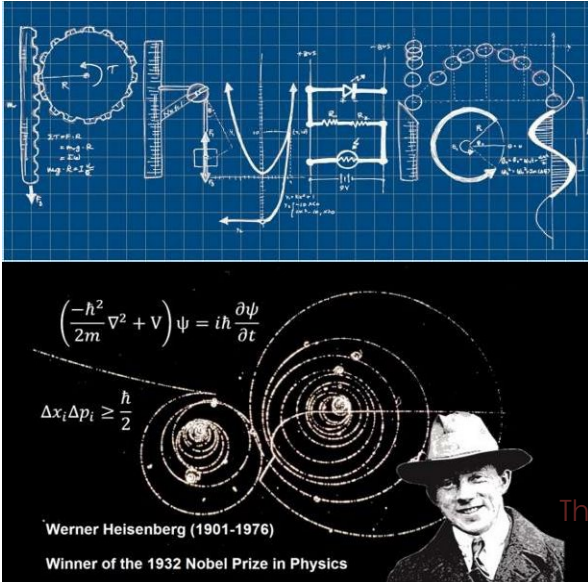
Assessment

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Project - Folio	25%	Summative internal assessment 3 (IA3): Project - Folio	25%
Summative internal assessment 2 (IA2): Investigation - Report	20%	Summative external assessment (EA): Examination – Combination response	25%

CONTACT NAME: Head of Department – Cameron Ross
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Physics – Year 11 & 12 [General Subject - ATAR]

Considering careers like; Astronomer, Engineer – various fields, Geophysicist, Metallurgist, Architect, Physicist, Pilot, Sound technician, Surveyor, Optometrist, Radiographer, Physiotherapist, working with nuclear medicine?

Have an interest in Science and did well in Science, Maths, and English?

Then Physics is a subject for you

Studying Physics will provide a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. It will help to become better informed about the world around and provide the critical skills to evaluate and make evidence-based decisions about current scientific issues. It will provide a foundation in physics knowledge, understanding and skills and is suitable as a precursor to tertiary study in science, engineering, medicine and technology.

Physics is useful for many science courses at university, and it is very beneficial to study more than one science if one is intending to pursue a science degree.

Prerequisites for Physics:

From Year 10	From Year 11
<ul style="list-style-type: none"> English – C (not Essential English) Maths – A or B [Math Methods] Science – A or B (especially the Physics Section + science report writing) 	<ul style="list-style-type: none"> Yr 11 English – A or B Yr 11 Maths – C [Math Methods] or A [General Maths] Science – C (any Senior Science) or Yr 10 science prereq.

Topics	Assessment
<p>Thermal, nuclear and electrical physics</p> <ul style="list-style-type: none"> Heating processes Ionising radiation and nuclear reactions Electrical circuits <p>Linear motion and waves</p> <ul style="list-style-type: none"> Linear motion and force Waves <p>Gravity and electromagnetism</p> <ul style="list-style-type: none"> Gravity and motion Electromagnetism <p>Revolutions in modern physics</p> <ul style="list-style-type: none"> Special relativity Quantum theory The Standard Model 	<ul style="list-style-type: none"> Unit 1 and Unit 2 (Formative) assessed by school using similar methods to Unit 3 and 4 Unit 3 and 4 (Summative – contributes towards ATAR) <p>Summative internal assessment 1 (IA1) - Data test – 10%</p> <p>Summative internal assessment 2 (IA2) - Student experiment – 20%</p> <p>Summative internal assessment 3 (IA3) - Research investigation – 20%</p> <p>Summative external assessment (EA) – Examination – 50%</p>

There is an expectation that students will have a weekly program of Homework to complete.



Note : This subject has a 50% external examination; this exam is written by the QCAA and assessed under specific and formal exam conditions as set by the QCAA. The school is not provided with copies of the exam prior to the exam date. This exam is completely sight unseen by the school and students. The material of the external exam comes mainly from Unit 3 & 4 but may draw on material from the other Units.

For further information please contact
Robyna Martinovic (HOD Sen Mat/Sci) or rmart37@eq.edu.au

Psychology General Subject - ATAR

Psychology is the study of the human brain and nervous system. It uses the scientific method to investigate the relationship between the brain and human nervous system, including human behaviours, cognitions and emotions. Psychologists develop new theories and conduct experiments to test the validity of each theory and carry out these tests through observation or by manipulating variables. Once they have collected data, psychologists analyse it to look for trends or patterns. Psychologists seek to explain the relationship between cause and effects. Through the senior Psychology course, you will be able to build a comprehensive knowledge, understanding and application of the necessary skill sets within this field of science.

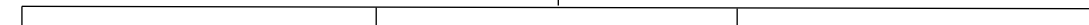
Multi-disciplinary Skills in:

- Using and applying scientific concepts, theories, models and systems
- Analysing and interpreting evidence
- Evaluating processes, claims and conclusions
- Investigate phenomena
- Communicating understandings, findings, arguments and conclusions

Pathways

A course 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.

Psychology



UNIT 1

Individual development

Psychological science A
The role of the brain
Cognitive development
Human consciousness and sleep

Assessment

Formative internal assessments

UNIT 2

Individual behaviour

Psychological science B
Intelligence
Diagnosis
Psychological disorders and treatments
Emotion and motivation

Assessment

Formative internal assessments

UNIT 3

Individual thinking

Localisation of function in the brain
Visual perception
Memory
Learning

Assessment

Summative internal
IA1 assessment 1:
Data Test 10%

Summative internal I
IA2 assessment 2:
Student Experiment 20%

UNIT 4

The influence of others

Social psychology
Interpersonal processes
Attitudes
Cross-cultural psychology

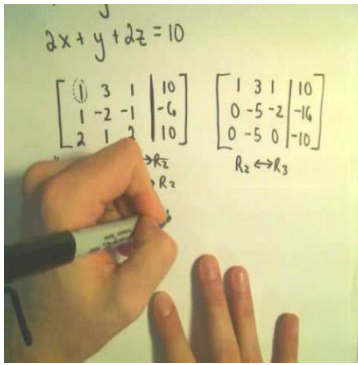
Assessment

Summative internal
IA3 assessment 3:
Research
Investigation 20%

Summative internal
QCAA assessment 4:
External Assessment 50%



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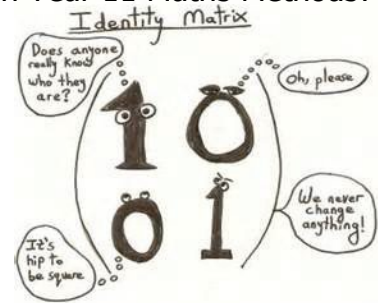
Specialist Mathematics – Year 12 only [General Subject - ATAR]

Considering university study in Maths, Science, Engineering, Medicine, Finance or Information Technology?

Have an interest in Maths, and did well in Year 11 Maths Methods?

Then Specialist Maths is the course for you 😊

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.



**Specialist Maths cannot be studied on its own.
Specialist Maths must be taken after Math Methods**

Prerequisites for Specialist Mathematics

- Year 11 English or Essential English
- Year 11 Math Methods – minimum C+

Topics	Assessment
<p>Combinatorics, vectors and proof</p> <ul style="list-style-type: none"> • Combinatorics • Vectors in the plane • Introduction to proof <p>Complex numbers, trigonometry, functions and matrices</p> <ul style="list-style-type: none"> • Complex numbers 1 • Trigonometry and functions • Matrices <p>Mathematical induction, and further vectors, matrices and complex numbers</p> <ul style="list-style-type: none"> • Proof by mathematical induction • Vectors and matrices • Complex numbers 2 <p>Further statistical and calculus inference</p> <ul style="list-style-type: none"> • Integration and applications of integration • Rates of change and differential equations • Statistical inference 	<ul style="list-style-type: none"> • Formative assessments in Units 1 and 2 to be determined but resembling Summative assessment in Units 3 and 4 (Summative – directly counts towards ATAR) • Unit 3 and 4 assessment <ul style="list-style-type: none"> ▪ Summative internal assessment 1 (IA1) - Problem-solving and modelling task – (20%) ▪ Summative internal assessment 2 (IA2) - Examination (15%) ▪ Summative internal assessment 3 (IA3) - Examination (15%) ▪ Summative external assessment 4 (EA) - Examination (50%) <p><small>Note: This subject has a 50% external examination; this exam is written by the QCAA and assessed under specific and formal exam conditions as set by the QCAA. The school is not provided with copies of the exam prior to the exam date. This exam is completely sight unseen by the school and students. The material of the external exam comes mainly from Units 3 & 4 but may draw on material from the other Units.</small></p>

For all levels of Senior Maths there is an expectation that students will have a weekly program of Homework to complete.

Students will use a graphing calculator extensively for modelling activities. Students may need to hire a graphics calculator to complete this course.

Calculator Hire Levy Cost: \$40.00 per year

**For further information please contact
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Sport and Recreation Applied Subject

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

Through the study of Sport and Recreation students will examine:

- the relevance of sport and active recreation in Australian culture
- the contribution sport and active recreation makes to employment growth, health and wellbeing
- factors that influence participation in sport and active recreation
- how physical skills can enhance participation and performance in sport and active recreation activities
- how interpersonal skills support effective interaction with others
- the promotion of safety in sport and active recreation activities
- technology in sport and active recreation activities
- how the sport and recreation industry contribute to individual and community outcomes



Pathways

A course of study in Sport and 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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Water Recreation</p> <p>In this unit, students investigate aquatic recreation activities and analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan and implement strategies to enhance participation outcomes for themselves or a specific target group. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes</p>	<p>Coaching and Officiating</p> <p>In this unit, students investigate best practice in coaching and officiating and analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan and implement strategies to enhance outcomes for themselves or a specific target group. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific target group.</p>	<p>Fitness for Sport and Recreation</p> <p>In this unit, students investigate a range of fitness and training activities and strategies. They analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan fitness and training sessions and implement strategies to enhance specific outcomes for target groups. They evaluate the effectiveness of their strategies and justify recommendations to enhance specific outcomes for themselves or a specific target group.</p>	<p>Optimising Performance</p> <p>In this unit, students investigate a range of activities and strategies to optimise athletic performance. They analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan to optimise their own or others' performance and implement strategies to enhance specific outcomes. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific target group.</p>

Assessment

Assessment from units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

Unit 3	Unit 4
<p>Project: Students investigate, plan, perform and evaluate fitness activities and strategies to enhance fitness outcomes for sport and recreation.</p> <p>Performance: Students are to plan fitness activities and strategies to enhance outcomes, implement planned fitness activities and strategies, including skills and evaluate implemented fitness activities, strategies, including skills, and outcomes to make recommendations for future improvement.</p>	<p>Project: Students investigate, plan, perform and evaluate activities and strategies to enhance performance outcomes.</p> <p>Performance: Students are to plan activities and strategies to enhance outcomes, then implement planned activities and strategies, including skills and finally evaluate implemented activities and strategies, including skills, and outcomes to make recommendations to improve in the future.</p>

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VISUAL ARTS

General Subject - ATAR



Art images published with permission - Zoe Welstead, artist

IMPORTANT!

Visual Arts in Practice and *General Visual Art* are offered alternating years. This enables you to study a Visual Art subject in Year 11 **and** Year 12. Through both subjects you complete artworks using a broad range of media to compile a folio of work that you could use for entry to tertiary education.

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

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

Pathways

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

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

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects 	Art as code <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions 	Art as knowledge <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed 	Art as alternate <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed

Assessment

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

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

Summative assessments

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

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