



Senior Subject
Selection
2024-2025



Table of Contents

| | | |
|-----|--|----|
| 1. | Guidelines for Subject Selections in Years 11 &12 | 4 |
| 1.1 | Pathways | 4 |
| 1.2 | Subject Guide | 4 |
| 1.3 | Timetabling of Subjects | 5 |
| 1.4 | Types of Courses in Year 11 & 12..... | 5 |
| 2. | Queensland Certificate of Education (QCE)..... | 6 |
| 2.1 | What is the QCE? | 6 |
| 2.2 | How does the QCE work? | 6 |
| 2.3 | How do I plan for the QCE? | 8 |
| 2.4 | What is a Learning Account? | 8 |
| 2.5 | What is a Senior Statement?..... | 8 |
| 3. | Queensland Certificate of Individual Achievement (QCIA)..... | 9 |
| 3.1 | What is the QCIA? | 9 |
| 3.2 | How does the QCIA work? | 10 |
| 3.3 | Can a QCIA student receive a Senior Statement?..... | 10 |
| 4. | Australian Tertiary Admission Rank (ATAR)..... | 11 |
| 4.1 | What is an Australian Tertiary Admission Rank (ATAR)? | 11 |
| 4.2 | Who is eligible for an ATAR? | 11 |
| 4.3 | How is an ATAR calculated?..... | 11 |
| 4.4 | How do I apply for University Entry? | 11 |
| 4.5 | Australian Tertiary Admission Centres | 12 |
| 4.6 | How to apply through a Tertiary Admission Centre..... | 12 |
| 5. | Traineeships & Apprenticeships | 14 |
| 6. | Considerations when selecting subjects..... | 15 |
| 7. | QCAA General and Applied Subjects..... | 17 |
| | General Mathematics | 18 |
| | Mathematical Methods | 20 |
| | Essential Mathematics | 22 |
| | English | 24 |
| | Essential English..... | 27 |
| | Geography | 29 |
| | Legal Studies | 31 |
| | Modern History..... | 33 |
| | Business Studies..... | 35 |

| | |
|--|----|
| Social & Community Studies | 37 |
| Sport & Recreation (Outdoor Education Focus)..... | 39 |
| Biology | 42 |
| Chemistry..... | 44 |
| Physics | 46 |
| Drama in Practice..... | 48 |
| Visual Arts in Practice | 50 |
| 8. Distance Education | 54 |
| 9. Tertiary Studies | 54 |
| 10. Vocational Education and Training (VET) | 55 |
| 10.1 VET courses | 54 |
| 10.1.1 Longreach State High School (RTO: 30391)..... | 54 |
| 10.1.2 External Provider | 54 |
| 10.1.3 Service Agreement | 54 |
| 10.1.4 What is VETiS?..... | 56 |
| 10.1.5 Student Induction..... | 56 |
| ICT20120 Certificate II in Applied Digital Technology..... | 57 |
| FSK20119 Certificate II in Skills for Work and Vocational Pathways | 58 |
| SIS20122 Certificate II in Sport an Recreation..... | 59 |
| AHC21216 Certificate II in Rural Operations | 60 |
| CHC24015 Certificate II in Active Volunteering | 61 |
| 11. Subject Selection Lines..... | 69 |
| 12. Course Codes | 70 |



1. Guidelines for Subject Selections in Years 11 & 12

The transition into Year 11 is an exciting stage of a student's educational journey at Longreach State High School. It is important that you have a clear and detailed understanding of what our school offers in this phase of learning. Our curriculum is designed to meet a range of needs that create pathways to further study, training or employment.

1.1 Pathways

At the end of Year 10, all students face a range of options and choices. These options include:

- Continued enrolment at Longreach State High School participating in flexible senior studies which could include academic pathways, vocational pathways or a combination of both, including school-based Apprenticeships and Traineeships (SATs). At the successful completion of this study students will be awarded a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Attainment (QCIA). Eligible students will also be awarded an Australian Tertiary Admissions Rank (ATAR).
- Further studies at other institutions e.g. TAFE, other Registered Training Organisations (RTO)
- Fulltime apprenticeships/traineeships
- Working more than 25 hours per week in a permanent employment position.

1.2 Subject Guide

This booklet is a guide for students progressing to Year 11 at Longreach State High School. It explains the senior phase of schooling and sets out the details of our potential Year 11 and 12 courses for 2024 - 2025. The program of learning offered to students is controlled by the Queensland Curriculum and Assessment Authority (QCAA) and other Registered Training Organisations.

Students will choose subjects for a two-year period and it is important to carefully consider subject choices. The task of selecting a pathway and course of study in the senior years is not easy, and we encourage parents/carers to be involved in this decision-making process. Please consult members of the school staff about these very important decisions.

The selection of subjects should be made only after careful research and consideration, as the decisions made can have a major influence on career pathways. They influence success at school and feelings about school. Even though there are many factors to consider, choosing a course of study can be made easier if the task is approached calmly and logically, where students and their families follow a set of planned steps.



1.3 Timetabling of Subjects

The establishment of a class in any subject is dependent on adequate numbers of students wishing to study the subject. While the school has a certain amount of flexibility in forming classes, the school cannot create or sustain a large number of very small classes. In the event there is not enough student interest in a subject, students and parents will be notified and given the opportunity to choose another subject.

When class enrolments fall to small numbers, it may be necessary to close the class. There is a process that will be followed including contact with parents, support discussions with students, exploration of alternative pathways for delivery of that course e.g. distance education or an external provider for VET subjects.

1.4 Types of Courses in Year 11 & 12

With hundreds of course combinations available, you can choose the Queensland Certificate of Education (QCE) learning options that are right for you.

| Course type | QCE category | QCE credit | ATAR |
|--|--|-----------------------|---|
| General subjects General subjects primarily prepare you for tertiary study, further education and training and work. | Core | Up to 4 per course | All subjects may contribute |
| Applied subjects Applied subjects focus on practical skills and prepare you for work. | Core | Up to 4 per course | Only 1 may contribute when combined with 4 General subjects |
| Short Courses Short Courses provide a foundation for further learning in a range of areas. | Preparatory or Complementary depending on course | 1 per course | Short Courses do not contribute |
| Vocational education and training VET qualifications develop your skills and get you ready for work through practical learning. VET can also lead to further education and training. | Core, Preparatory or Complementary depending on course | Up to 8 per course | Only 1 may contribute at Certificate III level or higher, when combined with 4 General subjects |
| Other courses Other courses allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school. | Core, Preparatory or Complementary depending on course | As recognised by QCAA | Check with QTAC depends on course |



2. Queensland Certificate of Education (QCE)

2.1 What is 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.

2.2 How does the QCE work?

| | |
|---|---|
| <div style="background-color: #e0e0e0; padding: 10px; border-radius: 15px;"> <div style="background-color: #90ee90; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto 10px auto;"> Set amount </div> <p>20 credits from contributing courses of study, including:</p> <ul style="list-style-type: none"> QCAA-developed subjects or courses vocational education and training (VET) qualifications non-Queensland studies recognised studies. </div> | <div style="background-color: #e0e0e0; padding: 10px; border-radius: 15px;"> <div style="background-color: #4682b4; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto 10px auto;"> Set pattern </div> <p>12 credits from completed Core courses of study and 8 credits from any combination of:</p> <ul style="list-style-type: none"> Core Preparatory (maximum 4) Complementary (maximum 8). </div> |
| <div style="background-color: #e0e0e0; padding: 10px; border-radius: 15px;"> <div style="background-color: #ffa500; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto 10px auto;"> Set standard </div> <p>Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.</p> </div> | <div style="background-color: #e0e0e0; padding: 10px; border-radius: 15px;"> <div style="background-color: #20b2aa; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto 10px auto;"> Literacy & numeracy </div> <p>Students must meet literacy and numeracy requirements through one of the available learning options.</p> </div> |

Applied and General subjects may contribute 2, 3, or 4 credits to a QCE depending upon the achievement in Year 11 and 12. See Table below

| General and Applied subjects | Set standard | QCE credits |
|------------------------------------|----------------------|-------------|
| Unit 1 (Year 11) | Satisfactory | 1 |
| Unit 2 (Year 11) | Satisfactory | 1 |
| Units 3 and 4 (combined) (Year 12) | Grade of C or better | 2 |
| Maximum credit available | | 4 |

VET certificate courses contribute to the QCE. The number of credits depend upon the length and complexity of the course with:

- Certificate I courses usually contributing 2 credits each
- Certificate II courses contributing 4 credits each



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 | 1 |
| <ul style="list-style-type: none"> QCAA Short Course in Literacy 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 | 1 |
| <ul style="list-style-type: none"> QCAA Short Course in Aboriginal & Torres Strait Islander Languages 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



Certificate III, IV and Diploma courses contribute between 5 to 8 credits. There are QCE rules governing the compatibility of some Certificate courses in accruing QCE credits. Before enrolling in additional certificate courses, students should discuss with the school to determine impact on QCE eligibility.

https://www.qcaa.qld.edu.au/downloads/senior/snr_new_assess_te_qce_factsheet_credit_dup_learn.pdf

The QCE recognises the value of a wider range of learning options and there is more flexibility in what, where and when learning may occur, allowing students to design a program of study to match their career goals. The additional learning that contributes to a QCE may be found at

<https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qce/recognised-studies/lists-recognised-studies>

If there are less than 20 credits in the student's learning account at the end of Year 12, it will remain open and continue to bank credits for up to 9 years after a student learning account is opened in Year 10.

2.3 How do I plan for the QCE?

Planning for the QCE commences in Year 10 when all students are required to develop a Senior Education and Training (SET) Plan. A SET Plan works as a 'road map' structuring learning around a student's interests, abilities and ambitions. The SET Plan is reviewed at key junctures during Years 11 and 12. Students in Year 10 have commenced this SET Plan during their study of Career Education.

2.4 What is a Learning Account?

In order to monitor progress towards the QCE, all senior students have a Learning Account. The Learning Account is web-based and records all relevant learning as well as what, where and when this occurred. The Learning Account (like a bank account) should increase as results are recorded. All Year 10 students are registered with the Queensland Curriculum and Assessment Authority (QCAA). This registration generates a Learner Unique Identifier (LUI) and opens Student Learning Accounts.

Students use their LUI and a password to access their Learning Account. Students can log onto their Learning Accounts via any computer with Internet access by going to the MyQCE portal of the QCAA website at <https://myqce.qcaa.qld.edu.au>

2.5 What is a Senior Statement?

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 can continue to accrue credit and will receive an updated statement of results and a QCE when eligible.



3. Queensland Certificate of Individual Achievement (QCIA)

3.1 What is the QCIA?

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the achievements of students whose learning is part of an individual learning program. The certificate is an official record for students who have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers.

Students with a diagnosed disability may elect to participate in a course of study that enables the awarding of the QCE and an ATAR. For other students, Queensland Certificate of Individual Achievement (QCIA) is a viable alternative.

At the end of senior schooling, eligible students are issued with a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

Students eligible for a QCIA pathway have a history of completing an individual learning program throughout their secondary schooling. An individual learning program for senior schooling leads to the recording of achievement on the QCIA:

- is developed for students who have a disability, as defined in Queensland's Disability Discrimination Act 1992, that affects learning and is not primarily due to socioeconomic, cultural and/or linguistic factors
- is a school-developed program of study using curriculum organisers, learning focuses and learning goals

Students cannot receive both a QCE and a QCIA upon completion of Year 12; however, a student may be issued with the QCIA and have learning recorded as credit towards the QCE. Students undertaking a QCIA pathway cannot complete more than a total of three General or Applied subjects or Certificate II courses as part of their learning.










3.2 How does the QCIA work?

The certificate covers two areas:

- Statement of Achievement:** a statement providing achievement information related to a maximum of five curriculum organisers:
 - Communication and technologies (CT)
 - Community, citizenship and the environment (CCE)
 - Leisure and recreation (LR)
 - Personal and living dimensions (PLD)
 - Vocational and transition activities (VTA).
- Statement of Participation:** a list of activities in which the student has participated in the senior years of schooling.

QCIA Curriculum Organisers

| Communication and technologies | Community, citizenship and the environment | Leisure and recreation | Personal and living dimensions | Vocational and transition activities |
|---|---|---|--|---|
|  |  |  |  |  |

3.3 Can a QCIA student receive a Senior Statement?

If a student undertaking a QCIA completes any subject or certificate course that could contribute towards a QCE they will have this detailed on a Senior Statement. Their Learning Account remains open for nine years, after opening in Year 10, allowing the additional credits to be accumulated towards the awarding of a QCE.



4. Australian Tertiary Admission Rank (ATAR)

4.1 What is an Australian Tertiary Admission Rank (ATAR)?

An ATAR, along with subject prerequisites, is used by universities (and some TAFE) to determine if a student will be offered a place in a course they have applied for.

The ATAR is a number between 99.95 (highest) and 0.00 with increments of 0.05 (ATARs below 30 will be reported as '30.00 or less'). It indicates a student's rank order position based on overall achievement across their subjects.

Students who receive an ATAR may also receive a QCE.

4.2 Who is eligible for an ATAR?

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

- satisfactorily completed an English subject (General or Applied)
- completed five General subjects, or four General subjects plus one applied subject or four General subjects plus VET course at Certificate III or above

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

4.3 How is an ATAR calculated?

ATAR calculations are the responsibility of the Queensland Tertiary Admissions Centre (QTAC). The ATAR will be calculated by combining a student's best five subject scaled scores. Different subjects will scale differently to represent their relative difficulty.

4.4 How do I apply for University Entry?

While there are multiple ways to gain entry to university, the most straightforward application to a university or tertiary institution occurs via a tertiary admissions centre (TAC). Tertiary Admission Centres (TACs) receive and process applications for admission to courses on behalf of many of the tertiary institutions in each state and territory.

They do not select applicants or make decisions regarding their qualifications, but instead act as a central agency for all applications and advise applicants of the result of their application. They typically process applications for those entering undergraduate courses at public universities in the February



enrolment period, but in some cases may also process applications for postgraduate courses, VET courses, mid-year entry and courses at private universities and other private providers.

In some cases, non-year 12 applicants and others who are applying through a special entry scheme will need to apply directly to the institution. If you are applying for a course that is in another state or territory, you will typically need to apply through that state or territory's TAC.

To find out more go to <https://www.gooduniversitiesguide.com.au/>

Your course information should specify whether you need to apply through a TAC. If you are not sure, contact the chosen tertiary institution for advice.

4.5 Australian Tertiary Admission Centres

Australia's states and territories have different TACs that are responsible for processing tertiary admissions for students entering a course in that state. The TACS for each state and territory in Australia are listed below:

- ACT/NSW - Universities Admissions Centre (UAC)
- QLD - Queensland Tertiary Admissions Centre (QTAC)
- SA/NT - South Australian Tertiary Admissions Centre (SATAC)
- TAS - Applications go directly to the institution
- VIC - Victorian Tertiary Admissions Centre (VTAC)
- WA - Tertiary Institutions Service Centre (TISC)

4.6 How to apply through a Tertiary Admission Centre

4.6.1 Do your research

The first step is to familiarise yourself with your state or territory's TAC website (see the links above). It is important that you understand how the tertiary application system works in your state or territory before applying, so read through its instruction pages and FAQ sections.

4.6.2 Register for your TAC

If you are currently completing Year 12 you will have already been assigned a candidate number to log in and access your account. If you are not currently completing Year 12, you will be assigned a number when you register. Be sure to write down your number and password.

4.6.3 Prepare your application

To apply you will need to supply personal information and then list the courses you would like to apply for in order of preference (these are known as your ~preferences™). You may also be able to complete a scholarship application to be sent to multiple universities and book any necessary admission tests (such as a STAT test).

4.6.4 Complete any extra requirements

Depending on the course, you may need to complete extra requirements after you submit your application, such as undertaking a test, submitting a portfolio or attending an audition. Some



applicants may need to supply evidence of previous qualifications or other certified documents that provide evidence of name change or citizenship.

4.6.5 Double-check that your information is correct

Some courses have more than one course code depending on the campuses, fee structures and study modes offered, so be sure that you choose the correct one. They should also be in the correct order, with the courses you most want to study listed first.

4.6.6 Apply for special consideration

If you have suffered from disadvantage (examples include living in a rural or regional area or suffering from a disability or medical condition) you may be able to apply for special consideration through your TAC site. In most cases, you will need to nominate a special consideration category and complete a personal statement that explains your circumstances and how they have affected your studies.

4.6.7 Complete any personal history documentation

You may also be able to complete a separate document that outlines your personal history if it is listed as an extra requirement for your course or if you wish to provide further background information to support your application, such as details of previous work experience or your reasons for applying.

4.6.8 Change your preferences (if necessary)

In the period after Year 12 results are released there is a change of preference period in which you are able to return to your TAC website and swap the order of your preferences or add new courses to reflect your ATAR (or OP). This might be something worth taking advantage of if your results are significantly different to what you accounted for when you first selected your preferences.

4.6.9 Meet the deadlines and pay any fees

Your TAC will have strict deadlines, so be sure to complete your applications well in advance to avoid missing out. You may also need to pay a fee to the TAC for processing your application.



5. Traineeships & Apprenticeships

Students in the senior phase of learning may choose to engage in a school-based apprenticeship or traineeship (SAT). SATs contribute to the QCE credits with the number of credits dependent upon the course of study selected. Students may also complete a SAT and maintain ATAR eligibility if the appropriate combination of subjects is studied.

It is important to understand that apprenticeships and traineeships are legally binding formal agreements. When you sign these you are agreeing to particular work and training requirements, as is your host employer. Check all documents carefully with a teacher and another trusted adult to ensure that you fully understand what is required of you, the school, and the employer in the agreement.

The school supports the student by allowing the student to attend their place of work one day per week. Also, by negotiation, a student may choose to study five instead of the six recommended subjects. This allows the student to have study lessons timetabled at school. During this time, students are expected to work on the workbooks for their traineeship/apprenticeship or complete study for the five school subjects they are studying.

Students opting to engage in a traineeship/apprenticeship will need to:

- Attend an interview with Youth Support Coordinator and parent/carer prior to being given permission by the school to take up a traineeship or apprenticeship as part of their course of study.
- Source an employer who is willing to have them do their traineeship/apprenticeship through their organisation and complete a minimum of two weeks work experience with the organisation then sign an Education, Training and Employment Schedule (ETES) contract.
- Have a meeting with Youth Support Coordinator, parent/carer, and Registered Training Organisation to officially sign student on and organise what course work they will need to complete as a part of the traineeship/apprenticeship.



6. Considerations when selecting subjects

Your interests

Your chances of success are much greater in subjects which interest you, and which you enjoy. Choosing subjects because of their status, how they scale or according to your friends' interests is likely to result in frustration and disappointment for you. If you do what you enjoy doing, you will do it with enthusiasm, and you will do it in the company of other learners and teachers with similar interests.

Your strengths

No subject is an 'easy option' at senior level. Many senior subjects (particularly General subjects) build on the knowledge and skills that students are expected to have mastered at junior level. If you had limited success in a subject in Year 10, you are unlikely to improve your performance in that field at senior level.

Study is rewarding if it is challenging, but not overwhelming. You are advised to choose subjects which will extend your learning, but which you can manage while maintaining your outside commitments.

Your career goals

Year 10 students experience a career education program through their study of Certificate II in Skills for Work and Vocational Pathways. There are a number of websites which may also assist students in their career exploration:

- [Job Outlook](https://www.joboutlook.gov.au/) is an Australian Government website providing information about Australian careers, labour market trends and employment projections, covering around 350 individual occupations. It includes an interactive Career Quiz that helps to identify work styles and suggests careers options.
<https://www.joboutlook.gov.au/>
- [myfuture](http://www.myfuture.edu.au) is a comprehensive career and education website that help Students explore career options based on their skills and interests.
<http://www.myfuture.edu.au>
- [Open Colleges](https://www.opencolleges.edu.au/careers) contains career information, links and resources about career pathways and relevant online learning courses.
<https://www.opencolleges.edu.au/careers>
- [myPROFILER](http://myprofiler.tafeqld.edu.au/) is a career profiling tool developed by TAFE Queensland that uses visual responses to stimulus to suggest career choices that match talents, skills and interests. <http://myprofiler.tafeqld.edu.au/>

You will also need to determine if your preferred career pathway requires you to be ATAR eligible. Tertiary prerequisites, assumed knowledge and recommended study for Universities, TAFE, and private providers may be found at <https://www.qtac.edu.au/atar-my-path/my-path>



If you are undecided about your career pathway, it is safest to keep your options open by choosing from a range of subject areas. This will allow you to delay your career decision until you have more information or more defined interests and will give you a broader experience and knowledge base. Education is about developing you as a person and a learner, as well as preparing you for future careers.

Understand the requirements of each subject

Take these steps to ensure you understand the content and requirements of each subject:

- ✓ Read subject descriptions and course outlines in this book and consider the prerequisites listed
- ✓ Talk to the teachers of each subject
- ✓ Look at books and materials used in the subject and listen at subject selection talks
- ✓ Discuss your options with Year 10 teachers who know you and are aware of your strengths

Identify subjects that suit your needs, strengths and future career goals.

You will be required to select one English subject and at least one Mathematics subject.

Attend your Senior Education and Training Plan meeting with your parent/carer and a representative of the school.

During this meeting you will collaboratively review your career goals and plans. You will identify the subjects and certificates you are interested in undertaking during Years 11 and 12. This information will be used to generate the subjects on offer for Year 11.

At the end of Term 3 the subjects on offer for the following year will have been finalised.

If adjustments to SET Plans need to be made, students and parents will be consulted. Students will be advised at the beginning of Term 4 their timetable for weeks 5-8.



7. QCAA General and Applied Subjects

Mathematics

- General
- General Mathematics
 - Mathematical Methods
- Applied
- Essential Mathematics

Humanities

- General
- Geography
 - Legal Studies
 - Modern History
- Applied
- Business Studies
 - Social and Community Studies

The Arts

- Applied
- Dance in Practice**
 - Drama in Practice**
 - Visual Arts in Practice

English

- General
- English
- Applied
- Essential English

Health and Physical Education

- Applied
- Outdoor Recreation

Science

- General
- Biology
 - Chemistry
 - Physics



General Mathematics

General senior subject

General

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

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

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

Prerequisites

Year 10 Mathematics: At least a C standard

Pathways

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

Objectives

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

select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
communicate using mathematical, statistical and everyday language and conventions
evaluate the reasonableness of solutions
justify procedures and decisions by explaining mathematical reasoning
solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|--|--|
| Money, measurement and relations Consumer arithmetic Shape and measurement | Applied trigonometry, algebra, matrices and univariate data Applications of trigonometry | Bivariate data, sequences and change, and Earth geometry Bivariate data analysis | Investing and networking Loans, investments and annuities Graphs and networks |



| | | | |
|-----------------------------------|--|--|-----------------------------------|
| Linear equations and their graphs | Algebra and matrices Univariate data analysis | Time series analysis Growth and decay in sequences Earth geometry and time zones | Networks and decision mathematics |
|-----------------------------------|--|--|-----------------------------------|

Assessment

Formative assessments

Students are graded on an A-E scale for each assessment instrument. Unit results are reported to the QCAA as satisfactory or unsatisfactory.

| Unit 1 | Unit 2 |
|---|--|
| Summative internal assessment 1 (FIA1): Problem-solving and modelling task | Summative internal assessment 3 (IA3): Examination |
| Summative internal assessment 2 (FIA2): Unit 1 Examination | Summative internal assessment 3 (IA3): Unit 1 and 2 Examination |

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

Summative assessments

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

Resources

Pearson General Mathematics Textbook
 Pearson General Mathematics Queensland 12 Exam Preparation Workbook
 Scientific Calculators Casio *fx-82AU PLUS II*



Mathematical Methods

General senior subject

General

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

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

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

Prerequisites

Year 10 Mathematics Extension: at least a B standard

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.



Structure

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

Assessment

Formative assessments

Students are graded on an A-E scale for each assessment instrument. Unit results are reported to the QCAA as satisfactory or unsatisfactory.

| Unit 1 | Unit 2 |
|--|--|
| Summative internal assessment 1 (FIA1): <ul style="list-style-type: none"> Problem-solving and modelling task | Summative internal assessment 3 (IA3): Examination |
| Summative internal assessment 2 (FIA2): Unit 1 Examination | Summative internal assessment 3 (IA3): Unit 1 and 2 Examination |

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

Summative assessments

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

Resources

Pearson Mathematical Methods Queensland Text Book
 Pearson Mathematical Methods Queensland 12 Exam Preparation Workbook
 Graphics Calculator- Texas Instruments T184PLUSCE (Available for hire)



Essential Mathematics

Applied senior subject

Applied

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

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

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

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

Prerequisites

Year 10 Mathematics: at least a C standard

Pathways

A course of study in Essential Mathematics can establish a

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

Objectives

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

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

Structure

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



Assessment

Formative assessments

Students are graded on an A-E scale for each assessment instrument. Unit results are reported to the QCAA as satisfactory or unsatisfactory.

| Unit 1 | Unit 2 |
|---|---|
| Formative internal assessment 1 (FIA1): • Problem-solving and modelling task | Formative internal assessment 3 (FIA3): • Problem-solving and modelling task |
| Formative internal assessment 2 (FIA2): • Unit 1 Examination | Formative internal assessment (FIA4): • Unit 2 Examination |

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

Summative assessments

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

Resources

Cambridge Essential Mathematics Textbook
Scientific Calculators Casio *fx-82AU PLUS II*



English

General senior subject

General

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

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

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

Prerequisites

Year 10 English: At least a B standard

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



Structure

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

Assessment

Formative assessments

| Unit 1 | | Unit 2 | |
|--|-----|--|-----|
| Formative internal assessment 1 (IA1): • Extended response — written response for a public audience | 25% | Formative internal assessment 3 (IA3): • Extended response — imaginative written response | 25% |
| Formative internal assessment 2 (IA2): • Extended response — persuasive spoken response | 25% | Formative internal assessment (EA): • Examination — analytical written response | 25% |

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): • Extended response — written response for a public audience | 25% | Summative internal assessment 3 (IA3): • Extended response — imaginative written response | 25% |
| Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response | 25% | Summative external assessment (EA): • Examination — analytical written response | 25% |



Resources and Texts

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|--|--|
| <p>Perspectives and texts</p> <ul style="list-style-type: none"> • Documentary Film: <ul style="list-style-type: none"> - <i>Miss Understood</i> directed by Jennifer Siebel Newton - <i>The Mask You Wear</i> directed by Jennifer Siebel Newman • Film: <ul style="list-style-type: none"> - <i>The Shawshank Redemption</i> directed by Frank Darabont | <p>Texts and culture</p> <ul style="list-style-type: none"> • Drama – Play: <ul style="list-style-type: none"> - <i>The Shoehorn Sonata</i> by John Misto • Prose – Novel: <ul style="list-style-type: none"> - <i>The Secret River</i> by Kate Grenville | <p>Textual connections</p> <ul style="list-style-type: none"> • Documentary series: <ul style="list-style-type: none"> - <i>Four Corners</i> ABC Television • Television Series: <ul style="list-style-type: none"> - <i>ANZAC Girls</i> produced by Screentime for the Australian Broadcasting Corporation • Drama – Play: <ul style="list-style-type: none"> - <i>Black Diggers</i> by Tom Wright | <p>Close study of literary texts</p> <ul style="list-style-type: none"> • Drama – Play: <ul style="list-style-type: none"> - <i>The Drovers Wife</i> by Leah Purcell • Prose – Novel: <ul style="list-style-type: none"> - <i>Burial Rites</i> by Hannah Kent |

It is an expectation that Year 11 and 12 students purchase copies of all hard copy texts (plays and prose) to support their study. Multimedia texts will be supplied through the school's ClickView subscription.



Essential English

Applied senior subject

Applied

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. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts 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. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Prerequisites

Nil

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 achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.



Structure

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

Assessment

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

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

Summative assessments

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

Resources

Texts studied will be selected by the classroom teacher each year. Students will be provided with access to the required texts.



Geography

General senior subject

General

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Prerequisites

Year 10 English: At least a B standard

Year 10 Geography: At least a B standard

Pathways

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

Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.



Structure

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

Assessment – delivered as Alternative Sequence

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): • Examination — combination response | 25% | Summative internal assessment 3 (IA3): • Investigation — data report | 25% |
| Summative internal assessment 2 (IA2): • Investigation — field report | 25% | Summative external assessment (EA): • Examination — combination response | 25% |

* The structure and order of assessment may change if alternate sequence syllabus enacted.

Resources



Legal Studies

General senior subject

General

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

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

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Prerequisites

Year 10 English: at least a B standard

Year 10 Civics: at least a B standard

Pathways

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

Objectives

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

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



Structure

| Unit 1 (Year B) | Unit 4 (Year B) | Unit 2 (Year A) | Unit 3 (Year A) |
|---|---|---|--|
| Beyond reasonable doubt <ul style="list-style-type: none"> • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing | Human rights in legal contexts <ul style="list-style-type: none"> • Human rights • The effectiveness of international law • Human rights in Australian contexts | 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 |

2024 – Year 11's will complete Year B

Assessment – delivered as Alternative Sequence

Formative assessments

| Unit 2 | | Unit 3 | |
|---|-----|--|-----|
| Formative internal assessment 1 (FIA1): • Examination — combination response | 25% | Formative internal assessment 3 (FIA3): • Investigation — argumentative essay | 25% |
| Formative internal assessment 2 (FIA2): • Investigation — inquiry report | 25% | Formative internal assessment (FIA4): • Examination — combination response | 25% |

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

Resources



Modern History

General senior subject

General

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

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

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

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

Prerequisites

Year 10 English: At least a B standard

Year 10 History: At least a B standard

Pathways

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

Objectives

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

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

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|--|--|
| Ideas in the modern world <ul style="list-style-type: none"> • Age of Imperialism, 1848–1914 | Movements in the modern world <ul style="list-style-type: none"> • Independence movement in Vietnam, 1945–1975 • | National experiences in the modern world <ul style="list-style-type: none"> • Germany, 1914–1945 | International experiences in the modern world <ul style="list-style-type: none"> • Cold War, 1945–1991 |
| <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s | <ul style="list-style-type: none"> • QCAA mandated topic | <ul style="list-style-type: none"> • Israel, 1948–1993 | <ul style="list-style-type: none"> • QCAA mandated topic |



Structure – delivered as Alternative Sequences

Formative assessments (Year A 2025)

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

Summative assessments (Year B 2024)

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

Resource



Business Studies

Applied senior subject

Applied

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

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

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

Pathways

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

Prerequisites

Year 10 English: at least a C standard

Year 10 Maths: at least a C standard

Objectives

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

- describe concepts and ideas related to business functions
- explain concepts and ideas related to business functions
- demonstrate processes, procedures and skills related to business functions to complete tasks
- analyse business information related to business functions and contexts
- apply knowledge, understanding and skills related to business functions and contexts
- use language conventions and features to communicate ideas and information
- make and justify decisions for business solutions and outcomes
- plan and organise business solutions and outcomes
- evaluate business decisions, solutions and outcomes.



Structure *

The Business Studies course is designed around core and elective topics. The elective learning occurs through business contexts.

| Core topics | Elective topics | |
|---|---|--|
| <ul style="list-style-type: none"> Business practices, consisting of Business fundamentals, Financial literacy, Business communication and Business technology Business functions, consisting of Working in administration, Working in finance, Working with customers and Working in marketing | <ul style="list-style-type: none"> Customer service Real estate administration Working in the tourism & travel industry Event marketing | <ul style="list-style-type: none"> Working in a legal firm Health and wellbeing of customers Rural finances |

Assessment *

For Business Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- Two extended responses
- Two examinations
- Three projects

| Project | Extended response | Examination |
|---|---|--|
| A response to a single task, situation and/or scenario. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that answers a number of provided questions, scenarios and/or problems. |
| At least two different components from the following: <ul style="list-style-type: none"> written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes performance: continuous class time product: continuous class time. | Presented in one of the following modes: <ul style="list-style-type: none"> written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes. | <ul style="list-style-type: none"> 60–90 minutes 50–250 words per item on the test |

* The structure and order of assessment may change if alternate sequence syllabus enacted.



Social & Community Studies

Applied senior subject

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

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

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

Pathways

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

Objectives

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

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.

Applied



Structure

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

| Core life skills | Elective topics |
|---|--|
| <ul style="list-style-type: none"> • Personal skills — Growing and developing as an individual • Interpersonal skills — Living with and relating to other people • Citizenship skills — Receiving from and contributing to community | <ul style="list-style-type: none"> • Legal responsibilities, local to global • Technology and Science: making the world a better place? • Money makes the world go around! • The Future of Longreach • Cool, Fun and Fit! • Art for myself, others and the community • Real World Relatable • Becoming Workplace Ready |

Assessment

For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- two investigations
- two projects
- two extended-responses
- two examinations

| Project | Investigation | Extended response | Examination |
|---|---|---|--|
| A response to a single task, situation and/or scenario. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that answers a number of provided questions, scenarios and/or problems. |
| At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time. | Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. | Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. | <ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item on the test |



Sport & Recreation (Outdoor Education Focus)

Applied senior subject

Applied

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Prerequisites:

Year 10 English: at least a C standard

Year 10 Health & Physical Education: at least a C standard

Pathways

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

Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities



evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations

- create communications that convey meaning for particular audiences and purposes

Structure

The Sport & Recreation course is designed around core and elective topics.

| Core topics | Elective topics |
|---|---|
| <ul style="list-style-type: none"> • Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities | <ul style="list-style-type: none"> • Sport and recreation – Archery • Sport Nutrition – Expedition • Event Management - Tournament organisation (Fishing) • First Aid and snorkelling • Water Safety and Lifesaving • Bushwalking - Essential planning for bushwalking trip • Event Management - Tournament Organisation (Canoeing) • Sport Recreation and fitness industry |

Assessment

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

- Four performance
- Two projects
- Two investigation

| Project | Investigation | Extended response | Performance | Examination |
|--|---|--|--|--|
| A response to a single task, situation and/or scenario. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent. | A response that answers a number of provided questions, scenarios and/or problems. |
| At least two different components from the following: <ul style="list-style-type: none"> • written: 500– 900 words • spoken: 2½– 3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes.* | Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600– 1000 words • spoken: 3–4 minutes • multimodal: 4– 7 minutes. | Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600– 1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. | • 2–4 minutes* | <ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item |



* Evidence must include annotated records that clearly identify the application of standards to performance.

Resources

Module 3: Elective (fishing)

- Fishing rod x 1
- Tackle for fresh water fishing (including lures, line, sinkers).



Biology

General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

Prerequisites

Year 10 English: at least a B standard

Year 10 Science: at least a B standard

Pathways

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

Objectives

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

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



Structure

| Unit 1 (Year A) 2025 | Unit 2 (Year A) 2025 | Unit 3 (Year B) 2024 | Unit 4 (Year B) 2024 |
|--|--|--|---|
| Cells and multicellular organisms <ul style="list-style-type: none"> Cells as the basis of life Multicellular organisms | Maintaining the internal environment <ul style="list-style-type: none"> Homeostasis Infectious diseases | Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> Describing biodiversity Ecosystem dynamics | Heredity and continuity of life <ul style="list-style-type: none"> DNA, genes and the continuity of life Continuity of life on Earth |

Assessment - delivered in an alternative sequence

Formative assessments (Year A 2023)

| Formative internal assessment 1 (IA1): • Data test | 10% | Formative internal assessment 3 (IA3): • Research investigation | 20% |
|--|-----|--|-----|
| Formative internal assessment 2 (IA2): • Student experiment | 20% | • Formative external assessment (IA4): Examination | 50% |

In Units in Year B 2022 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 (Year B 2024)

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

Resources

Pearson Biology Queensland Text Book
Pearson Biology Queensland Skills and Assessment Workbook
Scientific Calculators Casio fx-82AU PLUS II



Chemistry

General senior subject

General

Chemistry is the study of materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

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

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. At least an A in year 10 science, and a B in English and Mathematics.

Prerequisites

Year 10 Science: at least a B standard

Year 10 Mathematics: at least a B standard

Year 10 English: at least a B standard

Pathways

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

Objectives

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

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



Structure

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

Assessment

Formative assessments

Students are graded on an A-E scale for each assessment instrument. Unit results are reported to the QCAA as satisfactory or unsatisfactory.

| Unit 1 | Unit 2 |
|---|---|
| Formative internal assessment 1 (FIA1): Data test | Formative internal assessment 3 (FIA3): Research investigation |
| Formative internal assessment 2 (FIA2): Student experiment | Formative external assessment (FIA4): Examination |

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

Summative assessments

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

Resources

Pearson's Chemistry Queensland Text Book
Pearson Biology Queensland Skills and Assessment Workbook
Scientific Calculators Casio fx-82AU PLUS II



Physics

General senior subject

General

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

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

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

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving

and research skills), understand how it works and how it may impact society.

Prerequisites

Year 10 Science: at least a B standard

Year 10 English: at least a B standard

Year 10 Mathematics Extension: at least a B standard

Pathways

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

Objectives

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

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



Structure

| Unit 1 (Year A) 2025 | Unit 2 (Year A) 2025 | Unit 3 (Year B) 2024 | Unit 4 (Year B) 2024 |
|--|--|--|---|
| Physics of motion <ul style="list-style-type: none"> • Linear motion and force • Gravity and motion | Einstein's famous equation <ul style="list-style-type: none"> • Special relativity • Ionising radiation and nuclear reactions • Standard model | Transfer and use of energy <ul style="list-style-type: none"> • Heat processes • Waves • Electrical circuits | Electromagnetism and quantum theory <ul style="list-style-type: none"> • Electromagnetism • Quantum theory |

Assessment - delivered in an alternative sequence

Formative assessments (Year A 2023)

| Formative internal assessment 1 (FIA1): • Data test | 10% | Formative internal assessment 3 (FIA3): • Research investigation | 20% |
|---|-----|---|-----|
| Formative internal assessment 2 (FIA2): • Student experiment | 20% | • Formative external assessment (FIA4): Examination | 50% |

In Units Year B 2024 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 (Year B 2024)

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

Resources

Oxford Physics Queensland Text Book
Oxford Physics Workbook
Scientific Calculators Casio fx-82AU PLUS II OR Graphics Calculator.



Drama in Practice

Applied senior subject (Numbers Pending)

Applied

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience.

Students learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

Prerequisites

Year 10 Drama: C Standard

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

Objectives

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

- identify and explain dramatic principles and practices
- interpret and explain dramatic works and dramatic meanings
- demonstrate dramatic principles and practices
- apply dramatic principles and practices when engaging in drama activities and/or with dramatic works
- analyse the use of dramatic principles and practices to communicate meaning for a purpose
- use language conventions and features and terminology to communicate ideas and information about drama, according to purposes
- plan and modify dramatic works using dramatic principles and practices to achieve purposes
- create dramatic works that convey meaning to audiences
- evaluate the application of dramatic principles and practices to drama activities or dramatic works.

Structure

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

| Core | Electives |
|---|--|
| <ul style="list-style-type: none"> • Dramatic principles • Dramatic practices | <ul style="list-style-type: none"> • Acting (stage and screen) • Community theatre • Play building • Technical design and production |



Assessment

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

| Technique | Description | Response requirements |
|---------------------|---|---|
| Devising project | Students plan, devise and evaluate a scene for a focus of the unit. | <p>Devised scene Up to 4 minutes (rehearsed)</p> <p>Planning and evaluation of devised scene 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 |
| Directorial project | Students plan, make and evaluate a director's brief for an excerpt of a published script for the focus of the unit. | <p>Director's brief Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p> <p>Planning and evaluation of the director's brief 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 |
| Performance | Students perform the excerpt of the published script, a devised scene, or collage drama for the focus of the unit. | <p>Performance Performance (live or recorded): up to 4 minutes</p> |



Visual Arts in Practice

Applied senior subject

Applied

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

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

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

Prerequisites

Year 10 Visual Art: C standard

Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields,

including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Objectives

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

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

Structure

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

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



Assessment

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

| Technique | Description | Response requirements |
|------------------|--|---|
| Project | Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks. | <p>Experimental folio Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>OR</p> <p>Prototype artwork One of the following:</p> <ul style="list-style-type: none"> • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes <p>OR</p> <p>Design proposal Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each)</p> <p>OR</p> <p>Folio of stylistic experiments Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>AND</p> <p>Planning and evaluations 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 |
| Resolved artwork | Students make a resolved artwork that communicates and/or addresses the focus of the unit. | <p>Resolved artwork One of the following:</p> <ul style="list-style-type: none"> • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes |

Resources

- A4 visual diary
- 30cm plastic tub with lid for clay and ceramic project storage
- 6 piece artist brush set



Dance in Practice

Applied senior subject

Appli
ed

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. Learning 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.

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. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

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.

Pathways

A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

Objectives

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

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



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. | <p>Choreography of dance Choreography (live or recorded): up to 4 minutes</p> |
| Choreographic project | Students plan, choreograph and evaluate a dance, dance work or dance video for a focus for the unit. | <p>Choreography of dance/dance work Choreography (live or recorded): up to 4 minutes</p> <p>Planning and evaluation of choreography 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 |
| Performance | Students perform a dance work/s or video to showcase skills connected to the choreographic project. | <p>Performance of dance, dance work/s Performance (live or recorded): up to 4 minutes</p> |
| Performance project | Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography. | <p>Performance of dance Performance (live or recorded): up to 4 minutes</p> <p>Planning of choreography and evaluation of performance 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 |



8. Distance Education

Students may have the opportunity to access additional subjects distance education schools. Subjects offerings may change year to year. Student are required to have autonomy and self management skills. Please see below for some of the offerings

- Languages
- Business, Accounting, Economics, Philosophy and Reason, Ancient History, ATSI Studies
- Health or Food and Nutrition
- Psychology, Science in Practice, Marine Science
- Media Arts in Practice, Visual Art, Music, Dance, Music in Practice
- Specialist Maths
- Design, Digital Solutions, Information & Communication Technologies
- VET Courses*
 - o Cert II Financial Services
 - o Certificate III School Based Education Support
 - o Certificate III Business
 - o Certificate III Agriculture
 - o Certificate III Information Technology

Subject Details can be found on their websites

<https://brisbanesde.eq.edu.au/>

<https://charterstowersse.eq.edu.au/>

<https://cairnssde.eq.edu.au/>

<https://capricorniasde.eq.edu.au>

9. Tertiary Studies

Students are able to enrol to study university courses while in Years 11 and 12. The following are programs available to students. Some university may offer early entry as part of completion of a course. In most cases, the courses are delivered in external mode for the students:

| | |
|--|---|
| Start University Now (SUN) | CQUniversity Australia |
| GUESTS | Griffith University |
| START QUT | Queensland University of Technology (QUT) |
| Enhanced Studies Program (ESP) | University of Queensland |
| JCU NOW | James Cook University |
| Head Start | University of Southern Queensland |
| Head Start Program | University of Sunshine Coast |



10. Vocational Education and Training (VET)

- These are nationally recognised certificate courses
- These courses contribute to Queensland Certificate of Education (QCE) if the required standard is reached. (See QCE credit table for details).
- As these are Certificate I and II courses, they do not contribute towards ATAR calculation.

10.1 VET courses

10.1.1 Longreach State High School (RTO: 30391)

- ICT20120 - Certificate II in Applied Digital Technology
- SIT20116 - Certificate II in Tourism
- FSK20119 - Certificate II in Skills for Work and Vocation Pathways
- AHC10216 - Certificate I in Agrifood Operations
- SIS20122 – Certificate II Sport and Recreation
- AHC21216 – Certificate II Rural Operations

10.1.2 External Provider

- MEM20422 - Certificate II Engineering Pathways - Blue Dog Training (RTO: 31193)
- CPC10120 - Certificate I Construction - Blue Dog Training (RTO: 31193)
- SIT20322- Certificate II in Hospitality– CQUniversity (RTO: 40939)

*Costs may be associated with the delivery of these course. This can include a fee for service and consumables.

10.1.3 Service Agreement

Certificate courses at Longreach SHS are either a 1- or 2-year course. As the Registered Training Organisation (RTO), Longreach State High School ensures that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. At Longreach SHS RTO, we guarantee that all students will be given equitable opportunity to complete their chosen certificate course. The RTO will provide students with up to date course materials and information that are a reflection of current industry standards. A trainer with necessary vocational and industry currency will provide course instruction and assessment. Should a trainer leave the RTO after a student has commenced training in a certificate course, Longreach SHS RTO will endeavour to replace said teacher or liaise with an outside RTO to complete the student's training.

A copy of the [VET Handbook](#) can be accessed from the Longreach SHS website. In this section you can also access documents for the reissuing of certificates, RPL, credit transfer and complaints.



10.1.4 What is VETiS?

Vocational Education and Training in Schools (VETiS) is the delivery of nationally recognised qualifications to school students in years 10, 11 and 12 providing them with the skills and knowledge required for employment in specific industries and can count towards the Queensland Certificate of Education. The options available to students to undertake VETiS include:

- as part of their school studies – delivered and resourced by a school registered training organisation
- through fee-for-service arrangements where a parent/student pays for the qualification with an external RTO
- enrolling in a qualification with an external RTO which is funded by the Department of Education and Training's (DET) VET investment budget
- through a school-based apprenticeship/traineeship (SAT), where students are employed while undertaking nationally recognised qualifications DET's VET investment budget may fund identified qualifications at Certificate I and II levels across a range of industries, which can be viewed at the Queensland Training Subsidies List and is available for eligible students to complete one VETiS qualification while at school. Students wishing to access a certificate III qualifications may do so as a SAT.

Full details of VET funding options, eligibility and requirements can be found at www.training.qld.gov.au/vetis Certificate courses, in this manual, have been identified if VETiS funding is accessed.

10.1.5 Student Induction

Once a student has enrolled in a VET course, students will be provided with the following:

- Individual Student Vet Agreement (for each qualification they are completing)
- Supporting documentation in regards to the course outline indicating units of work, units of competency, assessment requirements and links to employability skills
- RPL and credit transfer process and appeals processes will be discussed with the students and the individual trainers/assessors
- Vocational outcomes and opportunities that this qualification provides will also be discussed with the students.



NATIONALLY RECOGNISED
TRAINING

Longreach State High School

RTO number: 30391

ICT20120 Certificate II in Applied Digital Technology

Qualification description

This pathways qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts.

The qualification is designed for those developing the necessary digital and technology skills in preparation for work.

These individuals carry out a range of basic procedural and operational tasks that require digital and technology skills. They perform a range of mainly routine tasks using limited practical skills and knowledge in a defined context. The qualification is suitable for someone generally performing under direct supervision.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a two-year course delivered across Years 10, 11 and 12 on site at Longreach State High School.

Course units

To attain a ICT20120 Certificate II in Applied Digital Technology, 12 units of competency must be achieved:

| Unit code | Title |
|-----------|---|
| BSBWHS201 | Participate in OHS processes |
| BSBSUS211 | Participate in sustainable work practices |
| ICTICT213 | Use computer operating systems and hardware |
| ICTICT202 | Work and communicate effectively in an IT environment |
| ICTICT214 | Operate application software packages |
| ICTICT215 | Operate a digital media technology package |
| ICTICT224 | Integrate commercial computing packages |
| BSBTEC303 | Create electronic presentations |
| BSBTEC201 | Use business software applications |
| ICTSAS214 | Protect from spam and destructive software |
| BSBTEC302 | Design and produce spreadsheets |
| ICTSAS308 | Run Standard diagnostic tests |

RTO obligation

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

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a Record of Results.

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

Delivery modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in a real office environment.

Assessment

Assessment is competency based and completed in a simulated IT environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

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

Fees

There are no additional costs involved in this course.

Pathways

This qualification may articulate into:

- ICT30120 Certificate III in Information Technology
- ICT401205 Certificate IV in Information Technology
- work within an information technology area.

See other technology qualifications at training.gov.au.



NATIONALLY RECOGNISED
TRAINING

Longreach State High School

RTO number: 30391

FSK20119 Certificate II in Skills for Work and Vocational Pathways

Qualification description

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. It is suitable for individuals who require:

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

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a two-year course delivered across Years 10, 11 and 12 on site at Longreach State High School.

Course units

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

| Unit code | Title |
|-----------|--|
| FSKLRG011 | Use routine strategies for work-related learning |
| FSKNUM014 | Calculate with whole numbers and familiar fractions, decimals and percentages for work |
| FSKNUM015 | Estimate, measure and calculate with routine metric measurements for work |
| FSKNUM017 | Use familiar and routine maps and plans for work |
| FSKWTG008 | Complete routine workplace formatted texts |
| FSKWTG009 | Write routine workplace texts |
| FSKOCM007 | Interact effectively with others at work |
| FSKRDG008 | Read and respond to information in routine visual and graphic texts |
| FSKRDG010 | Read and respond to routine workplace information |
| FSKLRG009 | Use strategies to respond to routine workplace problems |
| FSKDIG002 | Use digital technology for routine and simple workplace task |
| TLIF0025 | Follow work health and safety procedures |
| TLIP2032 | Maintain petty cash account |
| TLIK2003 | Apply keyboard skills |

RTO obligation

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

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

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

Delivery modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in a real office environment.

Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

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

Fees

There are no additional costs involved in this course.

Pathways

This qualification may articulate into:

- BSB30115 Certificate III in Business
- BSB40215 Certificate IV in Business
- work within a business/office administration area.

See other financial qualifications at training.gov.au.



Longreach State High School

RTO number: 30391

SIS20122 Certificate II in Sport and Recreation

Qualification description

This qualification allows individuals to develop basic functional knowledge and skills for work in customer contact positions in the sport or community recreation industry. These individuals are competent in a range of administrative activities and functions within a team and under supervision. They are involved in mainly routine and repetitive tasks using practical skills and basic sport and recreation industry knowledge.

They work in locations such as sport and recreation centres or facilities, and leisure and aquatic centres assisting with the conduct of recreation activities, and facility maintenance and operations.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a one-year course delivered in from Year 10 on site at Longreach State High School and in local sporting organisations. This course is completed as a fast track course.

Course units

To attain a SIS20122 Certificate II in Sport and Recreation, 10 units of competency must be achieved:

| Unit code | Title |
|------------|--|
| HLTWHS001 | Participate in workplace health and safety |
| SISXIND011 | Maintain sport, fitness and recreation industry knowledge |
| SISOFLD001 | Assist in conducting recreation sessions |
| SISXCCS004 | Provide quality service |
| SISXEMR003 | Respond to emergency situations |
| BSBPEF301 | Organise personal work priorities |
| SISSOF003 | Officiate sport competitions |
| SISSSCO001 | Conduct sport coaching sessions with foundation level participants |
| SISXFAC006 | Maintain activity equipment |
| SISXFAC007 | Maintain clean facilities |

RTO obligation

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

Students who are deemed competent in all 10 units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Work placement

Students are encouraged to complete work placement for coaching and officiating units in the sporting industry.

Assessment

Assessment is competency based and completed in a simulated fitness and sporting environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- Log Books
- written and practical tasks
- Third Party Reports

Requirements

Obtainment of Blue Card

Pathways

This qualification may articulate into:

- work within a fitness and sports industries
- SIS30115 Cert III Sport and Recreation
- SIS30321 Cert III Fitness

See other financial qualifications at training.gov.au.



Longreach State High School

RTO number: 30391

AHC21216 Certificate II in Rural Operations

Qualification description

This qualification provides an occupational outcome for industries and agencies in rural and regional Australia.

Depending on the units selected individuals can be employed not only in rural industries but also other rural and regional sectors, such as local government, tourism, hospitality, transport, construction, community services, information technology and metals.

Industry expects individuals with this qualification to carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a two-year course delivered on site at Longreach State High School and in conjunction with local industry.

Course units

To attain an AHC21216 Certificate II in Rural Operations, 14 units of competency must be achieved:

| Unit code | Title |
|---------------------------|---|
| AHCWHS201 | Participate in work health and safety processes |
| AHCWRK204 | Work effectively in industry |
| AHCWRK209 | Participate in environmentally sustainable work practices |
| AHCWRK205 | Participate in workplace communications |
| AHCLSK101 | Support extensive livestock |
| AHCLSK202 | Care for health and welfare of livestock |
| AHCLSK204 | Carry out regular livestock observations |
| AHCLSK205 | Handle livestock using basic techniques |
| AHCLSK211 | Provide feed for livestock |
| AHCLSK216 | Clean and maintain livestock pens |
| AHCWRK201 | Observe and report on weather |
| AHCLSK207 | Load and unload livestock |
| AHCLSK308 | Identify and draft livestock |
| AHCLSK210 | Muster and move livestock |

RTO obligation

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

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

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

Delivery modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Work placement

Students may choose to complete work experience in a rural environment. They need to submit a Third party report and complete a work experience agreement.

Assessment

Assessment is competency based and completed in a simulated rural environment and in rural facilities

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

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

Fees

There are minimal costs involved in this course. Parents will be advised

Pathways

This qualification may articulate into:

- Cert III Agriculture

See other rural industry qualifications at training.gov.au/ahc



CHC24015 Certificate II in Active Volunteering

Qualification description

This qualification reflects the role of people working in a volunteer capacity across a range of industries and organisations in a variety of contexts.

At this level, work takes place under the direction of others and supervision may be direct or indirect. Volunteers may also be required to lead volunteer teams and have limited responsibility for the output of others within a project or event.

To achieve this qualification, the candidate must have completed at least 20 hours of volunteer work as detailed in the Assessment Requirements of units of competency.

Entry requirements

There are no entry requirements for this qualification.

Duration and location This is a two-year course delivered on site at Longreach State High School and in conjunction with local industry.

Course Units

To attain an CHC24015 Certificate II in Active Volunteering, 7 units of competency must be achieved.

| Unit Code | Title |
|-----------|---|
| CHCDIV001 | Work with diverse people |
| CHCVOL001 | Be an effective volunteer |
| HLTWHS001 | Participate in workplace health and safety |
| BSBCMM201 | Communicate in the workplace |
| FSKWTG001 | Complete personal details on extremely simple and short workplace forms |
| FSKWTG09 | Write routine workplace texts |
| FSKDIG001 | Use digital technology for short and basic workplace tasks |

RTO obligation

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

Students who are deemed competent in all 7 units of competency will be awarded a Qualification and a Record of Results.

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

Delivery modes

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

- face-to-face
- work experience in a commercial work site
- guided learning
- Online training.
- in a classroom ('off the job') for some components of training for knowledge evidence.

Requirements

Students will obtain a Blue Card

Work placement

Students may choose to complete work experience in commercial site. They need to submit a Third party report and complete a work experience agreement.

Assessment

Assessments will be formative and conducted so that skills, knowledge and understanding may be demonstrated in the simulated workplace environment. Assessment of knowledge and skills will be integrated with assessment of their practical application. Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Evidence of skills and knowledge will be gathered simultaneously.

Assessment techniques include:

- observations
- written and practical tasks
- projects and tasks
- questioning

Fees

There are no additional costs involved in this course.

Pathways

This qualification may enable students to work better in any community organization or group.



NATIONALLY RECOGNISED
TRAINING

Longreach State High School

RTO number: 30391

AHC10216 Certificate I in Agrifood Operations

Qualification description

This qualification is an entry-level qualification aimed at individuals entering the agriculture, horticulture and conservation and land management industries. It allows individuals to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited.

Entry requirements

There are no entry requirements for this qualification.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Longreach State High School.

Course units

To attain a AHC10216 Certificate I in Agrifood Operations, 6 units of competency must be achieved:

| Unit code | Title |
|-----------|-------------------------|
| AHCWHS101 | WORK SAFELY |
| AHCWRK101 | MAINTAIN THE WORKPLACE |
| AHCPGD102 | SUPPORT GARDENING WORK |
| AHCIRG102 | SUPPORT IRRIGATION WORK |
| AHCNSY101 | SUPPORT NURSERY WORK |
| AHCNSY201 | POT UP PLANTS |

RTO obligation

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

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a Record of Results.

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

Delivery modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in a real office environment.

Assessment

Assessment is competency based and completed in a simulated nursery environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- observation
- questioning
- projects
- written and practical tasks.

Fees

There are no additional costs involved in this course.

Pathways

This qualification may articulate into:

- AHC20116 Certificate II in Agriculture
- AHC30716 Certificate III in Horticulture
- work within a rural skills area.

See other financial qualifications at training.gov.au.



MEM20422 Certificate II in Engineering Pathways

Registered Training Organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960



QCE Points: 4

Description

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

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

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

Eligibility - Cost

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

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

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

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



Please refer to the Blue Dog Training Website for information on their refund policy.

https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

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

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

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

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training are responsible for all training and assessment.

Core

| | |
|-----------|--|
| MEM13015 | Work safely and effectively in manufacturing and engineering |
| MEMPE005 | Develop a career plan for the engineering and manufacturing industries |
| MEMPE006 | Undertake a basic engineering project |
| MSAENV272 | Participate in environmentally sustainable work practices |

Elective

| | |
|-----------|---|
| MEM11011* | Undertake manual handling |
| MEM16006* | Organise and communicate information |
| MEM16008* | Interact with computing technology |
| MEM18001* | Use hand tools |
| MEM18002* | Use power tools/hand held operations |
| MEMPE001 | Use engineering workshop machines |
| MEMPE002 | Use electric welding machines |
| MEMPE007 | Pull apart and re-assemble engineering mechanisms |

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

Notes:

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

More information about this qualification is available at:

<https://training.gov.au/Training/Details/MEM20422>



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

Registered training organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960



QCE Points: 4

Description

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

The units of competency within the dual qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The dual qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Eligibility - Cost

CPC10120 Certificate I in Construction is eligible for funding through the Department of Employment, Small Business and Training (DESBT) who provide funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

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

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

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



CPC20220 Certificate II in Construction Pathways is not currently eligible for funding through the Department of Employment, Small Business and Training (DESBT). This portion of the Dual Qualification is being delivered by Blue Dog Training as a pilot program to 2024 enrolments and will **not incur a fee for service cost**.

Please refer to the Blue Dog Training Website for information on their refund policy.

https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

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

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

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

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training are responsible for all training and assessment.

| Unit Code | Unit Name | CPC10120 | CPC20220 |
|--------------|--|----------|----------|
| CPCCWHS1001# | Prepare to work safely in the construction industry | ✓ | |
| CPCCCM2005* | Use construction tools and equipment | ✓ | |
| CPCCOM1014 | Conduct workplace communication | ✓ | |
| CPCCOM2001* | Read and interpret plans and specifications | ✓ | |
| CPCCCM2004* | Handle construction materials | ✓ | ✓ |
| CPCCCM1011 | Undertake basic estimation and costing | ✓ | ✓ |
| CPCCOM1012 | Work effectively and sustainably in the construction industry | ✓ | ✓ |
| CPCCOM1013 | Plan and organise work | ✓ | ✓ |
| CPCCVE1011* | Undertake a basic construction project | ✓ | ✓ |
| CPCCWHS2001 | Apply WHS requirements, policies and procedures in the construction industry | ✓ | ✓ |
| CPCCOM1015 | Carry out measurements and calculations | ✓ | ✓ |
| CPCCCA2002* | Use carpentry tools and equipment | | ✓ |
| CPCCCM2006 | Apply basic levelling procedures | | ✓ |
| CPCCWF2002* | Use wall and floor tiling tools and equipment | | ✓ |

To achieve this qualification, the candidate must demonstrate competency in the 8 core units & 3 elective units.

Notes:

- *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- # Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog

Training VETIS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information can be found about each of these individual qualifications at: <https://training.gov.au/Training/Details/CPC10120>
<https://training.gov.au/Training/Details/CPC20220>



SIT20322 - Certificate II in Hospitality

The nationally recognised qualification, SIT20322 - Certificate II in Hospitality is offered by CQUniversity Australia, RTO Code 40939. Longreach State High School will conduct training, assessment and recruitment on behalf of CQUniversity. CQUniversity is responsible for the course and issuance of qualifications. For further information on this course or about CQUniversity please access www.cqu.edu.au/tafe

This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Students will also develop knowledge and skills in the service of food and beverage typical of front of house hospitality operations.

Units of Study

CORE

BSBTWK201 Work effectively with others
SITHIND006 Source and use information on the hospitality industry
SITHIND007 Use hospitality skills effectively
SITXCCS011 Interact with customers
SITXCOM007 Show social and cultural sensitivity
SITXWHS005 Participate in safe work practices

ELECTIVES

SITXFSA005 Use hygienic practices for food safety
SITHCCC024 Prepare and present simple dishes
SITHCCC025 Prepare and present sandwiches
SITHKOP009 Clean kitchen premises and equipment
SITHFAB024 Prepare and service non-alcoholic beverages
SITHFAB025 Prepare and service espresso coffee



Hospitality Practices

- Principles and methods of cookery
- Quality and presentation of food
- Restaurants and cafes in the Hospitality industry
- Implications of Workplace Health & Safety legislation on food production

Beverage Production & Services

- Product knowledge and services of non-alcoholic beverages
- Espresso Coffee “Barista”
- Customer relations, upselling

Food and Beverage Services

- Customer relations & service skills
- Product knowledge
- Roles, careers and interrelationships in the food and beverage sector

Funding may be available to eligible students through the Queensland Government’s VET in Schools (VETiS) program. Alternatively, students will be required to pay fee for services for this course.

Fee for Service: \$1000.

50% of fee to be paid prior to enrolment.

Consumables: \$80 per semester.

Requirements: Student will be required to complete course work using a Learning Management System (LMS). Students will need access to a computer and internet. This can be arranged through schools. Students will also require the completion of the Online Services Consent form to access the LMS.

Approved:



Future Options

Successful completion of SIT20322 Certificate II in Hospitality will enable further studies in commercial cookery and hospitality.



11. Subject Selection Lines

These lines are an indication of what might be offered on different lines at Longreach SHS. This is subject to change.

| | | |
|--|--|---|
| <input type="checkbox"/> Math Methods <input type="checkbox"/> General Maths <input type="checkbox"/> <i>Essential Maths</i> | <input type="checkbox"/> English <input type="checkbox"/> <i>Essential English</i> | <input type="checkbox"/> Modern History <input type="checkbox"/> <i>Visual Art In Practice</i> <input type="checkbox"/> Cert II Engineering |
| <input type="checkbox"/> Biology <input type="checkbox"/> Legal Studies <input type="checkbox"/> <i>Business Studies</i> | <input type="checkbox"/> Chemistry <input type="checkbox"/> Geography <input type="checkbox"/> <i>Social and Community Studies</i> <input type="checkbox"/> Cert I Construction | Physics <i>Outdoor Recreation</i> Cert II Hospitality Cert II Applied Digital Technologies Cert II Sport and Recreation Cert II Active Volunteering Cert II Rural Operations |
| <input type="checkbox"/> <i>Dance in Practice</i> | | |



12. Course Codes

| Faculty | Year 11 and Year 12 | | SDE |
|-----------------------------|---------------------|---|---|
| English | ENG | English | |
| | ENE | Essential English | |
| Health & Physical Education | REC | Outdoor Recreation | HEA Health |
| | VSR | VET Certificate II Sport and Recreation | FNU Food and Nutrition |
| Humanities | GEG | Geography | ACC Accounting |
| | LEG | Legal Studies | BUS Business |
| | MHS | Modern History | AHS Ancient History |
| | BSQ | Business Studies | PHR Philosophy and Reason |
| | VAV | VET Certificate II in Active Volunteering | ECO Economics |
| Languages | | | Please speak with the school in regards to a preferred language. |
| Mathematics | MAG | General Mathematics | MAS Specialist Mathematics |
| | MAM | Mathematics Methods | |
| | MAE | Essential Mathematics | |
| Science | BIO | Biology | PSY Psychology |
| | CHM | Chemistry | SCP Science in Practice |
| | PHY | Physics | MAR Marine Science |
| | VAG | VET Certificate I Agrifood Operations | |
| | VRO | VET Certificate II Rural Operations | |
| Technologies | | | DES Design |
| | | | DIS Digital Solutions |
| | VEP | VET Certificate II Engineering Pathways | ICJ Information Communication Technology |
| | VBC | VET Certificate I Construction | |
| | VDT | VET Certificate II Applied Digital Technologies | |
| | VHP | VET Certificate II Hospitality | |
| The Arts | DRP | Drama in Practice | MAP Media Arts in Practice |
| | VAP | Visual Arts in Practice | DAN Dance |
| | | | ART Visual Art |
| | DIP | Drama in Practice | MUP Music in Practice |
| | | | MEX Music |
| | | | MUX Music Extension (Unit 3 & 4 only) Choose one of the following: Composition/Musicology/Performance |



KEY STAFF

PRINCIPAL:
Ms Sondra Schwartz

sbarr127@eq.edu.au

DEPUTY PRINCIPAL:

Mr Ruby Foster

rbfos0@eq.edu.au

HEAD OF DEPARTMENT

Year 7 & 8, Mathematics, Sciences and H P E

- **Miss Sarah O'Brien** srobr0@eq.edu.au

Year 9 & 10, Humanities, Technologies and LOTE

- **Mr Allan Crawford** adcra0@eq.edu.au

Year 11 & 12 English, Art & VET

- **Mrs Jessica Deane** jedea0@eq.edu.au

Inclusion, ATSI, QCIA

- Ms Carolyn Brodie cbrod8@eq.edu.au

SUPPORT STAFF

Guidance Officer - **Mr Andrew Ruzika**-

aruzi3@eq.edu.au

Youth Liaison Officer – **Mr Lars Hansen** -
lhans155@eq.edu.au

YEAR LEVEL COORDINATORS

Year 11 & 12 – **Mr Gerard Comerford**-

gcame44@eq.edu.au

Deputy Principals have a wide leadership role which includes the timetable, daily organisation, curriculum, examinations, school publications, student activities and student and staff welfare.

Heads of Department - Subjects lead the teaching, learning and examining of subjects. They are responsible for the maintenance of academic standards and the management of subject resources. They give leadership in the design and implementation of courses of study, in professional development of staff and in reporting of student achievement.

Head of Department – Year Levels manage the every day needs of students in their phases of learning including welfare, attendance and behaviour.

***Year Level Coordinators** have an important role in ensuring students have access to a rich selection of activities to support their school experience. They have particular responsibilities for the welfare of our students and monitor attendance, uniform, behaviour and assist students who are experiencing difficulties at school. They contribute to the personal development of students by coordinating a range of activities that enhance students experiences at LSHS. Parents should feel free to contact them at any time.*