Lockyer District High School Curriculum Plan 2016

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LDHS 2016 Curriculum Plan

School vision:

Our students, working together to ensure that every day, in every classroom, every student is learning and achieving. Becoming enterprising, resilient, creative, adaptable and confident.

The purpose

The LDHS Curriculum Plan provides a whole-school snapshot of the teaching and learning program across the school.

The Curriculum Plan supports curriculum leaders to audit their subject’s offerings against those of other faculties to see gaps in curriculum alignment, redundancies or duplication that would foster curriculum inefficiency. It also supports the development of horizontal curriculum awareness across faculties and supports vertical alignment within faculties. This plan also identifies the Australian Curriculum’s curriculum strands and threads to ensure alignment of the LDHS curriculum with the intent of the Australian Curriculum.

The Curriculum Plan also provide transparency across the school for multiple audiences, from administrators to teachers to parents and the community.

Junior Secondary - Year 7-9

All Lockyer District High School students enrolled in years 7 to 10 engage or there is planning to engage in the Australian Curriculum (discipline-specific knowledge and skills and general capabilities), which forms the core of the LDHS curriculum. The 7-10 curriculum provides a broad-based learning experience with access to all KLA as well as SEL through our Pastoral Care, alternate program and co-curriculum. Key data set is an 80% success rate as a minimum requirement.

Discipline-specific knowledge and skills are developed within a teaching and assessment program, and is developed by increasing in complexity and depth year on year. Commonality across KLA can be found in student engagement in the General Capabilities of the Australian Curriculum. Literacy and Numeracy are core with an extra 33% time allocation to English and Mathematics with the support of a whole school literacy program through our “Literacy and Numeracy Matters” strategy. A gradual release of responsibility towards student choice in years 9 and 10 curriculum provides a strong foundation for success in the Senior Phase.

Our Junior Secondary curriculum is governed by QCAA (Australian Curriculum) and assessment processes are internally and externally moderated at different junctures each year.
Learning Areas / Subjects / Time Allocations

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Senior Curriculum – Years 10-12

The LDHS Year 10 curriculum provides choice and opportunity to engage in a broad learning experience (within the Australian Curriculum) that in many ways mirrors senior offerings. This includes work experience and VET offerings for the first time.

Senior Curriculum offers Lockyer Students more than 55 senior subjects to engage in over 4 semesters of the Senior Phase. Our curriculum provides a very broad range of Authority Subjects, non-Authority Subjects, VET, vocational and other subjects (supported by SATs) to provide learning opportunities and experiences to qualify students to transition to further study, training or work. Key data sets are OP, QCE/QCIA, and certificates attainment. These data sets
affirm success in a student’s learning, as well as accountability for the school to provide a set of support conditions to ensure student success.

Our senior curriculum is governed by QCAA and AQF to provide quality assurance and link our curriculum to further study, training or skills for work. Further information is available as part of the Senior Handbook, available on the school website.
## Senior Curriculum – Visual overview

### Literacy / Numeracy
- (One Maths and one English – pre req from related subjects in Year 10)
  - English
  - English Communication
  - Prevocational Maths
  - Mathematics A
  - Mathematics B

### Core studies
- (Choose four of; pre-requisites and co-study exclusions apply)

#### OP Eligible studies
- (As per subject handbook)
  - Accounting
  - Agricultural Studies
  - Biology
  - Chemistry
  - Drama
  - English Ext. Lit. Yr12
  - Geography
  - Graphics
  - Hospitality Studies
  - Info. Tech. Systems
  - Mathematics C
  - Music
  - Physical Education
  - Visual Art

#### SAS studies
- (As per subject handbook)
  - Agriculture
  - Business Comm Tech
  - Dance
  - Economics
  - Film & TV
  - German
  - Health
  - Legal Studies
  - Modern History
  - Music Extension Yr12
  - Physics

#### School-based VET
- Cert II Engineering Pathways
- Cert II Business
- Cert II Digital Media & Tech
- Cert II Automotive (Vocational Prep.)

#### VETIS
- (Choose max. one)
  - Cert II Logistics (GenR8 – Yr12)
  - Cert II Hospitality (SmartSkills)
  - Cert III Rural Ops (UQ-GVEC)

### Enrichment
- Careers Program (Short course)
- Duke of Edinburgh Program
- Drumbeat
- Better Man Program
- MSIT Academy

### Preparatory
- (Year 11 courses articulate into Certificate II core in Year 12)
  - Cert I Hospitality

### YEAR 10
- Literacy / Numeracy
  - (One Maths and one English – pre req for related subjects in Year 11/12)
  - English Communication
  - English (SEP)
  - Pre-Senior Maths
  - Mathematics
  - Mathematics (SEP)

### Core studies
- Managed choice
  - (One History and one Science)
    - Science (3 terms @ 210 mins)
      - Chemistry/Physics/Biology
      - Science in Practice
      - Science (SEP)
    - History (1 term @ 210 mins)
      - Ancient/Modern
      - Social History
      - Science (SEP)

### Elective choice
- (Choose three from each column; co-study exclusions apply)

#### Semester 1
- Agricultural Science 1
- Rec. Studies 1
- PE/Health 1
- Film & Media
- Visual Arts
- Graphics
- Music
- Home Economics
- Food Technology
- Cert I Business
- Cert I Digital Media & Technology
- Science Extension 1
- SOSE Extension 1 (GEG/EDC)

#### Semester 2
- Agricultural Science 2
- Rec. Studies 2
- PE/Health 2
- Visual Arts
- Dance
- Drama
- Food Technology
- Cert I Furnishing
- German
- Cert I Digital Media & Technology
- Business Studies (ACC/BCT)
- Legal Studies
- Science Extension 2
- SOSE Extension 2 (AHS/MHS)

### YEAR 11/12
- Literacy / Numeracy
  - (One Maths and one English – pre req from related subjects in Year 10)
  - English
  - English Communication
  - Prevocational Maths
  - Mathematics A
  - Mathematics B

### Core studies
- Managed choice
  - (One History and one Science)
    - Science (3 terms @ 210 mins)
      - Chemistry/Physics/Biology
      - Science in Practice
      - Science (SEP)
    - History (1 term @ 210 mins)
      - Ancient/Modern
      - Social History
      - Science (SEP)

### Elective choice
- (Choose three from each column; co-study exclusions apply)

#### Semester 1
- Agricultural Science 1
- Rec. Studies 1
- PE/Health 1
- Film & Media
- Visual Arts
- Graphics
- Music
- Home Economics
- Food Technology
- Cert I Business
- Cert I Digital Media & Technology
- Science Extension 1
- SOSE Extension 1 (GEG/EDC)

#### Semester 2
- Agricultural Science 2
- Rec. Studies 2
- PE/Health 2
- Visual Arts
- Dance
- Drama
- Food Technology
- Cert I Furnishing
- German
- Cert I Digital Media & Technology
- Business Studies (ACC/BCT)
- Legal Studies
- Science Extension 2
- SOSE Extension 2 (AHS/MHS)
Curriculum Support Strategies

Students are supported through a range of strategies, including:

- Literacy and Numeracy programs, support and intervention
- Curriculum modifications through EBP, EAP, EAL/D support and Indigenous support
- SEP curriculum programs and support for students
- Differentiated classroom practice including G&T
- The breadth of curriculum offerings
- Alternate education program in Year 10 for students at-risk of disengaging from school
- QCE case managers for students who are at risk of non-attainment
- VPR for students who, through a variety of circumstance need to complete senior in 3 years.
- Individual Curriculum Plans (ICP) provide support for students working beyond 3 years of their age appropriate curriculum. A strategy, led by the curriculum HOD, uses student data to identify those students who need curriculum support. The school then engage in a process of communication with teachers, parents and the student to identify differentiated teaching and assessment strategies to ensure success for all students.

Delivering the curriculum
1. Curriculum Design

Curriculum is led by the Head of Department and is designed collaboratively. Faculties are responsible for enacting the Australian Curriculum within a localised context taking into account the human capacity to deliver the intended curriculum, the physical resources, student data and implications of community support.

Curriculum should be both **horizontally and vertically** aligned: **Horizontally aligned** means that all classes of the same year level within the one faculty use the same curriculum planning documents to deliver the intended curriculum. Assessment Guide to Making Judgements (GTMJ) are the same for all students (except those on ICPs).

**Vertically aligned** means that curriculum design maps the essential skills, knowledge and work habits that will be required as students’ progress within a subject year-on-year.

2. General Capabilities

General capabilities are a key dimension of the Lockyer District High School Curriculum. The capabilities listed below are incorporated into all curriculum offerings of the school. They encompass knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. They play a significant role in realising the LDHS vision.

The Australian Curriculum includes seven general capabilities. These are:

- Literacy
- Numeracy
- Information and communication technology capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
• Intercultural understanding.
For further information on the general capabilities and to access learning continua, visit the Australian Curriculum website and select the menu under the F–10 Curriculum tab.

In the Australian Curriculum, general capabilities are addressed through the learning areas and are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning in content elaborations.

3. Curriculum Delivery: Our Pedagogy

Curriculum, pedagogy, assessment and reporting form the backbone of the teaching and learning process at LDHS. Based on the Dimensions of Teaching and Learning (DoTL), “Our Pedagogy” defines the key aspects of our Explicit Teaching Model. Our Pedagogy determines a universal planning and delivery model to support consistent delivery of the intended curriculum, teacher and student performance across the LDHS curriculum.

Key aspects of curriculum delivery at Lockyer District High School include:
• Teachers have high expectations for all students
• Teachers collaboratively plan and assess through the use of engaging, relevant, authentic and appropriate subject matter, resources, learning activities, assessment items and support measures to ensure student success.
• Teachers, students, parents and the school community engage in respectful partnerships to improve all student outcomes and realise the school’s vision.

4. Assessment

Assessment strategies take a range of forms and purposes, including:

Assessment for learning involves teachers using evidence about students’ knowledge, understanding and skills to inform their teaching. Sometimes referred to as ‘formative assessment’, it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

• reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
• involves formal and informal assessment activities as part of learning and to inform the planning of future learning
• includes clear goals for the learning activity
• provides effective feedback that motivates the learner and can lead to improvement
• reflects a belief that all students can improve
• encourages self-assessment and peer assessment as part of the regular classroom routines
• involves teachers, students and parents reflecting on evidence
• is inclusive of all learners.
Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as ‘summative assessment’, it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.
## YEAR 7-10 CURRICULUM OFFERINGS

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<tr>
<th>Year Level</th>
<th>Subject</th>
<th>English</th>
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<td>Term 1</td>
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<tr>
<td>Term 2</td>
<td>This is Me!</td>
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</table>
| Term 3     | Fractured Fairytales | 1-Fractured Fairytale - written  
              |         | 2 -Digital Storybook |
| Term 4     | We can be Heroes – Novel Study | Persuasive Review (Oral) |
| **8**      |         |         |
| Term 1     | Two Worlds Collide: Short Story | Short Story |
| Term 2     | Parents Just Don’t Understand: Novel | 1- Reading journal - blog  
              |         | 2- Monologue - spoken |
| Term 3     | Parents Just Don’t Understand: Film | 1- Analytical Essay  
              |         | 2- Movie Review - spoken |
| Term 4     | Our Story: Traditional Story | 1- Creative Narrative - written  
              |         | 2- Creative Narrative - spoken |
| **9**      |         |         |
| Term 1     | Clashing Cultures: Novel | Analytical Essay - written |
| Term 2     | World Shaker: Short Story | Creative Narrative - written |
| Term 3     | Stranger than Fiction: Speculative Fiction | 1- Feature Article - written  
              |         | 2- Podcast - oral |
| Term 4     | Hey True Blue:  
              | 1-Poetry  
              | 2-Advertising | 1-Exam - short answer  
              |         | 2-Persuasive Speech - oral |
| **10**     |         |         |
| Term 1     | Behind the Lines:  
              | 1- The Rabbits  
              | 2-Poetry | 1- Analytical Essay - written  
              |         | 2- Poetry Analysis - spoken |
| Term 2     | Don’t Judge a Book by its Cover: Novel | 1- Blog Entries - written  
              |         | 2- Creative Narrative - written |
| Term 3     | Don’t Fear ... Shakespeare: Shakespeare | 1- Analytical Essay - written  
<pre><code>          |         | 2- Shakespeare Performance - spoken |
</code></pre>
<p>| Term 4     | Don’t Believe the Hype: Advertising | Feature Article - written |</p>
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<th>Year Level</th>
<th>Subject</th>
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|            | Term 1  | Looking for Justice: Novel Study | 1 - Content Test – short answer - written  
|            |         |                       | 2 – Journal Entries - written |
|            | Term 2  | Looking for Justice: Film Study | 1 - Film Report - written  
|            |         |                       | 2 - Oral Review |
|            | Term 3  | Shakespeare’s World     | 1 – Content Test - written  
<p>|            |         |                       | 2 – Interview - Oral |
|            | Term 4  | The World of Work       | Resume and two paragraphs - written |</p>
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<td>Measure- area, volume</td>
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<td>Number- indices, integers</td>
<td>Short Answer exam</td>
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<td>Geometric Reasoning- angles</td>
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<td>Location- transformation</td>
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<td>Term 4</td>
<td>Algebra- expressions</td>
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**Subject: Maths**

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<td>Short Answer exam</td>
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<td>Term 2</td>
<td>Number- percentage, money</td>
<td>Assignment</td>
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<td>Measure- perimeter, area, volume</td>
<td>Short Answer exam</td>
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<td>Number- rates, ratios</td>
<td>Short Answer exam</td>
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<td>Algebra-linear equations</td>
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<tr>
<td>Term 4</td>
<td>Number- index</td>
<td>Short Answer exam</td>
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<td></td>
<td>Algebra- expressions</td>
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<td>Geometric Reasoning- congruence</td>
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### Year Level: 9
**Subject: Maths**

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<tr>
<th>Term</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>Number- indices, scientific notation</td>
<td>Short Answer exam</td>
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<td></td>
<td>Algebra- expressions</td>
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<td>Number- proportion, SI</td>
<td>Short Answer exam</td>
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<td>Algebra- linear equations</td>
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<td>Term 2</td>
<td>Geometric Reasoning- similarity, Pythagoras</td>
<td>Short Answer exam</td>
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<td></td>
<td>Measure- composite area, S area, volume, time</td>
<td>Assignment</td>
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<td>Term 3</td>
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<td>Short Answer exam</td>
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<td>Geometric Reasoning - Trigonometry</td>
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<td>Term 4</td>
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### Year Level: 10
**Subject: Maths**

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**Subject: Pathways Maths**

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**Subject: Maths Extension**

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<td>Trigonometry</td>
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<tr>
<td>Number-Fractions, decimals and percentages</td>
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<td>Operations</td>
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<tr>
<td>Number-indices, integers</td>
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<td>Percentage, money</td>
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<td>Number-rates, ratios</td>
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<td><strong>Term 2</strong></td>
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<tr>
<td>Number-Percentage, money</td>
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<td>Measure-Perimeter, area, volume</td>
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<td>Number and Place value (operations)</td>
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<td>Patterns and algebra</td>
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<td>Measurement (time, length)</td>
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<td>Money and Financial Matters, Measurement –</td>
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<td>length, time, number</td>
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<td>Number, Measurement area/shape</td>
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<td>Number – Fractions, Measurement – Scales,</td>
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<td>Fractions, Decimals, Operations</td>
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<td>Revise Fractions, Operations</td>
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<td>Measurement</td>
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<td>Geometry</td>
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<td>Cartesian Plane</td>
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<td>Geometry, Fractions, Operations</td>
<td>Test</td>
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<td>Number/operations</td>
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<td>Geometry – Measurement</td>
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<td>Area Volume</td>
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### Year Level - 7  
**Subject - Science**

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| **Ultimate Universe**: Learn about the interrelationships between the sun, Earth and moon system. Explore phenomena such as eclipses, tides, phases of the moon and solar phenomena. Examine seasons, data about weather and climate, and examine the impact of seasons on the environment. | • Supervised examination  
Students will complete an exam which will include a variety of questions (e.g. multiple choice, short answer). |
| **Term 2**                                                           |                                                 |
| **Organising and affecting organisms**: Classify organisms based on their physical characteristics and apply scientific conventions to construct and use dichotomous keys to assist and describe relationships. Review understanding of food webs, to identify how human activity can impact food webs. Propose practices which could be put into place to address resource management and sustainability issues. | • Field Study: Scientific report (Written)  
Students will conduct a field study to Lake Apex. They will use their collected data to explain relationships to justify conclusions. |
| **Term 3**                                                           |                                                 |
| **Moving right along**: Investigate forces, and how they can change the motion of an object (e.g. impact of friction on moving objects). | • Experimental Investigation: Scientific report (Written)  
Students will collaboratively plan and conduct a fair investigation involving force and motion. They will use their data to draw conclusions. |
| **Term 4**                                                           |                                                 |
| **Mixtures and substances**: Water, and mixtures and substances – investigate the importance of water as a resource, and investigate and use a variety of separation techniques. Introduction to basic laboratory skills. | • Experimental Investigation: Scientific report (Written)  
Students will collaboratively plan and conduct a fair investigation involving water, mixtures and substances. They will use their data to draw conclusions. |

### Year Level - 8  
**Subject - Science**

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| **Particles Matter**: Explore the Particle Model of Matter, and physical and chemical changes of matter. Distinguish between elements, compounds, and mixtures. Model the arrangement of particles in elements and compounds. Locate elements on the periodic table. Develop laboratory skills, and develop skills in planning, conducting and evaluating experimental investigations. | • Practical skills test- based on laboratory skills and safe practices.  
• Supervised assessment: Exam (Written)  
Students communicate an understanding about the processes of physical and chemical change and changes of state and apply The Particle Model of Matter to everyday events |
| **Term 2**                                                           |                                                 |
| **Rocks never die and Rock my world**: Explore different rock types (igneous, sedimentary, and metamorphic) and the minerals of which they are composed, and compare the different processes and timescale involved in their formation as part of the rock cycle. Second time this topic has been covered, first last year. | • Experimental investigation: scientific report based on the growth/formation of crystals.  
Students plan, conduct, evaluate and report on an investigation into the growth of crystals and relate the findings (using the particle model) to |
| Term 3 | Energy in my life and What’s up: classify different energy forms. Explore the ways these different forms are transferred and transformed, and how this can cause change within systems. | • Experimental investigation: scientific report.
• Students describe the energy changes that occur within the operation sequence of a ‘Rube Goldberg’ machine and explain how these relate to the flow of energy through the machine. They design a method to incorporate modifications to the initial design of the machine, consider risk and assess the effectiveness of these modifications using scientific language and representations. |
| Term 4 | Cells, building blocks of life and Reproduction: Identify cells as the basic units of living things and their specialised structures. Use microscopes and construct wet mount slides to distinguish between unicellular and multicellular organisms. Study sexual reproduction, with a focus on the reproductive systems of multicellular plants and animals. | • Students will complete a skills test to show the safe and correct use of a microscope, and wet mount slide preparation of cells. They will distinguish plant cells from animal cells by examining a variety of cells using a light microscope and identify structures within plant and animal cells and describe their function.
• Supervised assessment: Exam (Written)

Students communicate an understanding that cells are the basic units of living things and organisms have specialised structures and functions. Through the study of the reproductive system they communicate an understanding that multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce. |
| Term 2 | Changing Earth and It’s elementary (Earth science & Physical/Chemical Science): Explore the theory of plate tectonics. Model and investigate geological processes involved in Earth movement. Explore the development of scientific ideas about atoms and their subatomic particles. Investigate the structure and use of isotopes and consider the processes and products of radioactive decay. This is the second time these two topics have been covered since 2012. | • Supervised assessment: Exam (Written) – based on theory of plate tectonics  
• Assignment/project  
Students research a radioisotope, describe and explain its structure, radioactivity and a practical use of this radioisotope, and evaluate its importance to society. |
|---|---|---|
| Term 3 | Chemical patterns and Heat and eat (Chemical Sciences): Explore chemical reactions and the application of these in living and non-living systems, and in everyday life. Investigate energy transfer and energy change in chemical reactions. | • Experimental Investigation: Scientific report (Written)  
Students will collaboratively plan and conduct a fair investigation involving chemical reactions, in particular endothermic and exothermic reactions. They will use their data to draw conclusions. |
| Term 4 | My life in balance and Responding to change (Biological Sciences): Identify human body systems and the ways in which they work together in a co-ordinated approach to support life. Explore the concepts of change and sustainability within an ecosystem. | • Supervised assessment: Exam (Written) – based on body’s response to environmental stimuli  
• Field Study: Scientific report (Written)  
Students will conduct a field study of Lake Apex. They will analyse their collected data to explain relationships to justify conclusions. |

**Year Level - 10**  
**Subject – Science/Science for your future (SFF)**

| Term 1 or Term 2 or Term 3 (Science) | Chemistry: Study patterns in atomic structure and properties of elements and how these relate to the organisation of the Periodic Table. Use scientific knowledge of an atom’s arrangement to predict the formation of ions, and make predictions and draw conclusions from experimental data about the products of chemical reactions. Investigate the ways in which rate of reaction can be changed. | • Supervised assessment: Exam (Written)- focussing on patterns in atomic structure and the properties of elements and how these relate to the organisation of the Periodic Table.  
• Experimental investigation: Scientific report (Written)  
Students will collaboratively plan, conduct, evaluate and report on a fair investigation involving reaction rate of a chemical process. They will use their data to draw conclusions. |
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<td>Term 2 (SFF)</td>
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<tr>
<td>Term 1 or Term 2 or Term 3 (Science)</td>
<td>Physics: Explore the effect of forces on the motion of objects and investigate the impact of forces and energy on the motion of objects during collisions.</td>
<td>• Experimental Investigation: Scientific report (Written) Plus a short exam testing motion calculations given prior to EEI for Science only.</td>
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<tr>
<td>Term 1 (SFF)</td>
<td>Biology: Explore genetics and heredity. Then use knowledge acquired from genetics and heredity to develop an understanding of the theory of evolution through the exploration of natural selection and biodiversity. Examine issues associated with the applications of genetic manipulation.</td>
<td>• Supervised assessment: Exam (Written): focussing on genetics, heredity, natural selection, biodiversity and genetic manipulation.</td>
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<tr>
<td>Term 4 (Science)</td>
<td>Term 3 (SFF)</td>
<td>Year Level 9 Subject: Agricultural Science</td>
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<td>Topic</td>
<td>Assessment</td>
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<tr>
<td>Introduction to Agriculture: History of agriculture from ancient times. History of farming in the Lockyer Valley. The changing face of agriculture locally, nationally and internationally ... problems and opportunities. WH&amp;S Issues. Procedures and standard practices for preparation of soil, planting of seeds, taking of cuttings, fertilisation of gardens, watering, weeding, disposal of farm wastes, handling of animals.</td>
<td>Supervised assessment: Exam (Written): Students will complete an exam which will include a variety of questions (e.g. multiple choice, short answer)focussing on the topic Introduction to Agricultural.</td>
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<td>Cattle Production: Cattle breeds, origins and characteristics. Handling and husbandry practices e.g. use of yards, crush andhead bail, worming, castrating, branding, tattooing, spraying and dehorning. The ruminant digestive system, nutrition and feeding. The reproductive system. Breeding and calving. Reproductive technologies e.g. AI, ET, Cloning. Animal Health.</td>
<td>Supervised assessment: Exam (Written): Students will complete an exam which will include a variety of questions (e.g. multiple choice, short answer)focussing on the topic Cattle Production.</td>
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<td>Subject: Agricultural Science</td>
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| Assessment | - Supervised assessment: Exam (Written): Students will complete an exam which will include a variety of questions (e.g. multiple choice, short answer) focussing on the topic of Hydroponics and Aquaponics.  
- On-going Trial: Comparison of growth rates of plants grown in 3 different situations: Hydroponic, Aquaponics and Conventional Methods. |
| | Extended Agricultural Investigation: ‘Effects on Plant Production’ 6 week trial … 800 words |
| | Extended Response Task: Individual report - ‘An Agricultural Enterprise’ 4 weeks ... 800 words |
| | Extended Response Task: ‘Animal Production Overview’ Powerpoint Presentation 4 weeks ... 500 words |
### Year Level 7  
**Subject**: Civics & Citizenship

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<tbody>
<tr>
<td>1</td>
<td>(U 1)Democratic government, its roles and responsibilities.</td>
<td>Short response test (Formative)</td>
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<td>4</td>
<td>(U7) Influences that shape democracy</td>
<td>Multimodal (Formative)</td>
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<td>3</td>
<td>(4) Sustaining Australia’s democracy</td>
<td>Extended Response</td>
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### Year Level 8  
**Subject**: Economics & Business

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<tr>
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<tr>
<td>2</td>
<td>(U3) Economic resources</td>
<td>Multimodal (formative)</td>
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<tr>
<td>1</td>
<td>(U1) Introducing the market place</td>
<td>Short Response test</td>
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**Subject**: Geography

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<tr>
<td>1</td>
<td>(U2) Place and Liveability</td>
<td>Essay</td>
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<tr>
<td>2</td>
<td>(U3) Water in the World</td>
<td>Short Response Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stimulus Response test</td>
</tr>
<tr>
<td>3</td>
<td></td>
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<td>4</td>
<td></td>
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</tbody>
</table>
### Year Level 8 | Subject: Geography

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>(U1) Landforms &amp; landscapes</td>
<td>Short Response test</td>
</tr>
<tr>
<td>Term 2</td>
<td>(U2) Changing Nations (v3 or v4)</td>
<td>Report</td>
</tr>
<tr>
<td>Term 3</td>
<td></td>
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<tr>
<td>Term 4</td>
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</tbody>
</table>

### Year Level 9 | Subject: Geography

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>(U2) Interconnections</td>
<td>Extended Response</td>
</tr>
<tr>
<td>Term 2</td>
<td>(U3) Biomes and food security</td>
<td>Short response test</td>
</tr>
<tr>
<td>Term 3</td>
<td></td>
<td>Stimulus Response test</td>
</tr>
<tr>
<td>Term 4</td>
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</table>

### Year Level 7 | Subject: History

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Term 1</td>
<td></td>
<td></td>
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<tr>
<td>Term 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>(U4) Investigating the Ancient Past</td>
<td>Research task</td>
</tr>
<tr>
<td>Term 4</td>
<td>(U5) Ancient Rome or Ancient Egypt (U6) Ancient China or Ancient India</td>
<td>Short Response Test Stimulus Response Test</td>
</tr>
</tbody>
</table>

### Year Level 8 | Subject: History

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Term 1</td>
<td></td>
<td></td>
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<tr>
<td>Term 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>(U4) The Vikings (U5) The Polynesians</td>
<td>Multimodal</td>
</tr>
<tr>
<td>Term 4</td>
<td>(U6) The Spanish to the America’s</td>
<td>Stimulus Response test</td>
</tr>
</tbody>
</table>

### Year Level 9 | Subject: History

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Term 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>(U5) Movement of People (U6) Making a Nation</td>
<td>Multimodal</td>
</tr>
<tr>
<td>Term 4</td>
<td>(U7) World War 1</td>
<td>Extended Stimulus response test</td>
</tr>
</tbody>
</table>

### Notes
- Year Level 8: Geography
- Year Level 9: Geography
- Year Level 7: History
- Year Level 8: History
- Year Level 9: History
### Year Level 10  
**Subject** History

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| WWI – the Cold War & Maralinga | Research folio  
Stimulus response test | |

### Year Level 10  
**Subject** History - Social

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>WWII and its consequences</td>
<td>Multimodal</td>
<td></td>
</tr>
</tbody>
</table>

### Year Level 10  
**Subject** Humanities Extension

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Term 1| Economics  
Environment | Short Response test | |
| Term 2| Geography  
Geographies of human well-being  
Environmental change and management | Stimulus Response test  
Research task | |
| Term 3| Ancient History | Multimodal | |
| Term 4| Modern History  
Rights and Freedoms | Extended response to stimulus | |
### Year Level: 7  Subject: Humanities SEP

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Geography: Place and Liveability</td>
<td>Assignment</td>
</tr>
<tr>
<td>Term 2</td>
<td>Civics and Citizenship: Government</td>
<td>Test</td>
</tr>
<tr>
<td></td>
<td>Geography: Water in the world</td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>Investigating the Ancient Past</td>
<td>Assignment</td>
</tr>
<tr>
<td></td>
<td>Egypt</td>
<td></td>
</tr>
<tr>
<td>Term 4</td>
<td>China</td>
<td>Assignment</td>
</tr>
</tbody>
</table>

### Year Level: 8  Subject: Humanities SEP

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Landforms and Landscapes</td>
<td>Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brochure</td>
</tr>
<tr>
<td>Term 2</td>
<td>Australian Democracy</td>
<td>Exam</td>
</tr>
<tr>
<td></td>
<td>Changing Nations</td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>Vikings</td>
<td>Board Game</td>
</tr>
<tr>
<td>Term 4</td>
<td>Polynesian expansion</td>
<td>Power Point</td>
</tr>
<tr>
<td></td>
<td>Spanish Conquest of Americas</td>
<td></td>
</tr>
</tbody>
</table>
### Year Level: 7  Subject: HPE

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1    | - Approaching Adolescence  
     | - Volleyball             | - 70 min Exam  
                               | - Practical             |
| 2    | - I can make good decisions (Alcohol)  
     | - Fitness               | - Practical             |
|      | - Athletic              | - Practical             |
| 3    | - Super snacks          | - Practical             |
|      | - Personal Fitness      |                         |
| 4    | - Generations           | - Practical             |
|      | - Invasive Games        |                         |

### Year Level: 8  Subject: HPE

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1    | - Food for life    | - 70 Minute Exam  
     | - Aquatics        | - Practical             |
| 2    | - My Decision My Life (Drugs)  
     | - Invasive Games (Touch)  
     | - Athletics       | - Practical             |
| 3    | - Supporting Others | - Practical             |
|      | - European Handball |                         |
| 4    | - Sharing Communities | - Practical             |
|      | - Competitive Aerobics |                         |

### Year Level: 9  Subject: HPE

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1    | - Respectful Relationships  
     | - Basketball            | - 70 min Exam  
                               | - Practical             |
| 2    | - Sustainable Health Challenge  
     | - Softball              | - Practical             |
|      | - Athletics             | - Practical             |
| 3    | - My Social Responsibility | - Practical             |
|      | - AFL                   |                         |
| 4    | Sensational Reporting   | - Practical             |
|      | Orienteering            |                         |

### Year Level: 10  Subject: HPE

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1    | - Biomechanics  
     | - Volleyball | 70 min Exam  
                               | Practical             |
| 2    | - Sociology of Elites (Figueroas’s Framework & Ottawa Charter)  
     | - Basketball | Unseen Essay: 300-400 words  
                               | Practical             |
|      | - Athletics            | Practical             |
| 3    | - Exercise Physiology: Choose genre to show understanding of energy systems and training methods  
     | - Personal Fitness | Multimodal: 3-5 mins Practical |
| 4    | - Skill acquisition: Non dominant skill development  
     | - Choice of sport   | Multimodal: 3-5 mins Practical |
### Year Level: 7/8 | Subject: ARTS

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“Breaking Away” Students explore key elements of 3 areas related to Art, Music and Media during the term</td>
<td>Stop motion Paper animation based on this concept Journal Storyboard</td>
</tr>
<tr>
<td>2</td>
<td>“Contrasts” Students explore key elements related to Drama and Dance student devised performance integrating elements studied during the term,</td>
<td>Performance/ movement piece based on the concept Journal review</td>
</tr>
<tr>
<td>3</td>
<td>“Breaking Away” Students explore key elements of 3 areas related to Art, Music and Media during the term</td>
<td>Stop motion Paper animation based on this concept Journal Storyboard</td>
</tr>
<tr>
<td>4</td>
<td>“Contrasts” Students explore key elements related to Drama and Dance student devised performance integrating elements studied during the term,</td>
<td>Performance/ movement piece based on the concept Journal review</td>
</tr>
</tbody>
</table>

### Year Level: 9 | Subject: ARTS

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Still Life* Students learn the process of observational drawing to complete drawings based on the concepts</td>
<td>Making task Drawing Journal Written assignment</td>
</tr>
<tr>
<td>2</td>
<td>“Printmaking” Students devise images based on pattern and repetition to produce a series of images using Black and White as well as some hand coloured works</td>
<td>Making task Printmaking Journal Response to stimulus</td>
</tr>
<tr>
<td>3</td>
<td>Social Commentary Students develop a poster design using text and images to draw attention to a social Issue</td>
<td>Making task Poster Journal Written response to social issue</td>
</tr>
<tr>
<td>4</td>
<td>Expressionism Unit Students create a 2 dimensional work to convey tis concept</td>
<td>Making Task Painting Journal Written response to social issue</td>
</tr>
</tbody>
</table>

### Year Level: 10 | Subject: ARTS

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“A View From…” Students develop technical perspective drawing and media skills underpinned by the exploration of Surrealism along with the multiple viewpoints of a range of artists across a variety of societies and cultures.</td>
<td>Experimental Folio, Journal, Practical Drawing Task, Extended Writing Task</td>
</tr>
<tr>
<td>2</td>
<td>“Conceal Reveal” Students investigate, explore and de-construct the concept of conceal/reveal in relation to identity and mask-making.</td>
<td>Experimental Folio, Journal, Practical Task Mask Making</td>
</tr>
<tr>
<td>3</td>
<td>“Street Art” Student’s research, investigate, analyse, de-construct, synthesise and learn to discerningly differentiate types of street art and their impact on contemporary society.</td>
<td>Experimental Folio, Journal, Practical Painting Task, Extended writing Task</td>
</tr>
<tr>
<td>4</td>
<td>“Legends and Dragons” Students use the exploration of legends, dragons and oral histories across a range of societies and cultures to create their own three dimensional sculpture and painting based on this concept.</td>
<td>Experimental Folio, Journal, Practical Sculptural and Painting Task</td>
</tr>
</tbody>
</table>

### Year Level: 9 | Subject: Dance

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Musical Movies Students explore genre of musical theatre and how it relates to dance.</td>
<td>Appreciation Assessment- A review of a musical movie with</td>
</tr>
</tbody>
</table>
Elements of Dance
Key terminology

Term 2
Intro to Choreography
Students are introduced to choreography in dance, key terminology and practical skills required.
Introduction to Choreographic Intent and its purpose to inform Contemporary dance genre
Choreography Assessment
Choreographic Intent (Practical and Written)

Term 3
Performance.
Students are working on practical dance skills. Teacher-devised routine taught to students and performed for class.
Hip Hop genre
Performance Assessment-
whole class

Term 4
Story Telling
Students are required to choreograph a dance work based on a traditional tale/fairy tale. Choreographic Intent included
Open Genre
Choreography Assessment
Choreographic Intent (Practical and Written)

Year Level 10 Subject: Dance

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Graeme Murphy’s Swan Lake Critical Review task. Key dance terminology and language conventions assessed. Classical Ballet Genre</td>
<td>Appreciation assessment-critical review</td>
</tr>
<tr>
<td>Term 2</td>
<td>Contemporary Choreography Choreography task based on representing ideas from a stimulus. Choreographic Intent included</td>
<td>Choreography- group or individual Choreographic Intent (Practical and Written)</td>
</tr>
<tr>
<td>Term 3</td>
<td>Performance. Students are working on practical dance skills. Teacher-devised routine taught to students and performed for class. Hip Hop genre</td>
<td>Performance- small group</td>
</tr>
<tr>
<td>Term 4</td>
<td>Student Devised task Choreography Task representing an issue from current events. Presenting with technology- using technology to enhance your performance Choreographic Intent included Open Genre</td>
<td>Choreography- individual or small group Choreographic Intent (Practical and Written)</td>
</tr>
</tbody>
</table>

Year Level 9 Subject: Drama

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Unpacking the Elements of Drama. Students explore each Element of Drama separately, and as part of the complexity that makes Dramatic Meaning. They participate in activities that demonstrate these. They apply their understanding through written assessment and performance for their peers.</td>
<td>• Written exam on identifying the Elements of Drama • Performance of short play “A Pain”</td>
</tr>
<tr>
<td>Term 2</td>
<td>Mask and Movement. Students explore the use of movement to create character, and the rules of Mask. They participate in mask/mime and movement exercises, and explore the conventions of Commedia Dell’Art, Noh and Neutral mask. They collaborate to create mask/movement theatre pieces for an audience, and respond to peers’ work through written reviews.</td>
<td>• Performance of group devised Mask theatre piece. • Creation of mask and story scenario • Response (written) to peer group’s performance</td>
</tr>
</tbody>
</table>
**Term 3**

**Shakespeare and “Romeo and Juliet”**

Students are introduced to the work of Shakespeare, specifically, “Romeo and Juliet” through practical activities and exercises. They perform a character from an edited version of this play for their peers. They create Character Profiles as part of character analysis and preparation.

- **Performance** of short “R&J”
- **Creation** of Character profile

---

**Term 4**

**Docudrama**

Students explore the dramatic possibilities of recreating true stories for an audience through the conventions of Docudrama. They use the dramatic elements to create a theatre piece that will educate and entertain their audience.

- **Creation** of group Docudrama
- **Performance** of Docudrama

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### Year Level 10

**Subject: Drama**

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| **Term 1** | The Art of Improvisation  
Students understand the “rules” of improvisation and apply these to dramatic improvised situations. They participate in activities and exercises that build this understanding, making conscious use of the Elements of Drama. | • Written exam on understanding of rules of improvisations and response to professional improvised performances.  
• They create and present short improvised scenes based on visual stimulus. |
| **Term 2** | From Page to Stage  
Students examine Australian play “Girl who Cried Wolf. They select roles, and through analysis and rehearsal, prepare for public performance of play. They create character profiles, and design costume and set appropriate to the style of the play. They reflect on their rehearsal process. | • **Performance** of “Girl who cried Wolf”.  
• **Character analysis/Set design**  
• Reflection on rehearsals |
| **Term 3** | Clowning  
Students participate in clowning activities and understand the conventions of clowning through exercises and improvised situations. They create their own Clown character and collaborate with partner to create clowning routine, presented to an audience. | • **Creation and performance** of Clowning routine performed for an audience. |
| **Term 4** | Putting on a Show  
Students examine edited version of Australian play, delegate roles and examine characters in preparation for performance. They annotate scripts (blocking, subtext). They respond to peers’ work through written reviews. | • **Performance** of character in context of play.  
• **Annotation** of script  
• **Written review** |

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### Year Level 9/10

**Subject: Music**

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td>“Music for Small Groups” - Studying Music for Small Groups from different musical periods/styles/genres.</td>
<td>Performance</td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td>“All that Jazz” – Jazz through the ages</td>
<td>Composition and Exam</td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td>“Square Eyes” – Music in Advertising, Gaming and Film (Semester 2)</td>
<td>Composition, Analysis and Performance</td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td>“Square Eyes” – Music in Advertising, Gaming and Film (Semester 2)</td>
<td>Composition, Analysis and Performance</td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
<td><strong>10</strong></td>
<td><strong>Subject:</strong> Media</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Term</strong></th>
<th><strong>Topic</strong></th>
<th><strong>Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 2</strong></td>
<td>Music Video As Advertising: Pre- Production (DESIGN)/ Production &amp; Post- Production (DIGITAL EDITING &amp; SPECIAL FX): Camera/ Video Planning &amp; Production Techniques (MEDIA <em>Languages &amp; Technologies</em>)</td>
<td>Making/ Design: Storyboard and Written Treatment (justifying Music Video Concept using film pre-production formats) (<em>Languages</em>). Producing/ Production: 1 – 3 minute Music Video for a popular song. (<em>Technologies</em>)</td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td>Radio: Students investigate the media industry practices that enable and constrain media institutions such as Censorship, audience response, broadcasting and narrowcasting and the development of these practices in the changing technological landscape. (<em>Institutions &amp; Audiences</em>)</td>
<td>Responding/ Critique: 24 Hour Radio Programming schedule based on data collected from Target Audience Surveys. (<em>Institutions &amp; Audiences</em>)</td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td>Television: Students investigate the development of Free to air, Cable and Internet Television; understanding that content is developed with the purpose of selling advertising time to marketing groups. They Script and film their own Television content. (<em>Representations, Languages, Technologies</em>)</td>
<td>Making/ Design: Screenplay and Written Treatment (justifying Television Drama content using film pre-production formats). (<em>Representations &amp; Languages</em>). Producing/ Production: 1 – 3 minute Soap Opera Scene or Television Drama ‘Sting’. (<em>Representations &amp; Technologies</em>)</td>
</tr>
</tbody>
</table>
### Year Level: 7  Subject: Digital Technologies

<table>
<thead>
<tr>
<th>Term 1 - 4</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Systems</td>
<td>Lockyer Expectations</td>
<td>Scrapbook Portfolio</td>
</tr>
<tr>
<td>Ergonomics</td>
<td>Keyboard Charts</td>
<td>Theory, Product, Glossary</td>
</tr>
<tr>
<td>Networks (UserNames / Passwords)</td>
<td>Proofreading</td>
<td>All work produced by the student is placed into a portfolio of work. Other portfolio work (teacher documents) are not assessed but must be included as part of the portfolio</td>
</tr>
<tr>
<td>Types of Computers (Laptop vs Desktop)</td>
<td>Input / Output Devices (Peripherals)</td>
<td>ICT Skills (Assessed as embedded skills into classroom work):</td>
</tr>
<tr>
<td>LAN / WAN Networks</td>
<td>Connectivity (Data Transfer WIFI)</td>
<td>Word, PowerPoint, Excel, Internet</td>
</tr>
<tr>
<td>How to make a network (Advantages / Disadvantages)</td>
<td>Firewalls</td>
<td></td>
</tr>
<tr>
<td>Excel (School Census Data)</td>
<td>Cyber Safety</td>
<td></td>
</tr>
</tbody>
</table>

### Year Level: 8 (from 2016)  Subject: Digital Technologies

<table>
<thead>
<tr>
<th>Term 1 - 4</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game Design and Coding</td>
<td>Brief History of Game Development</td>
<td>Scrapbook Portfolio and Product:</td>
</tr>
<tr>
<td>Definitions / Digital Glossary</td>
<td>Coding Principles</td>
<td>Students will produce a game, demonstrating coding skills</td>
</tr>
<tr>
<td>How to develop a game</td>
<td></td>
<td>All work produced by the student is placed into a portfolio of work. Other portfolio work (teacher documents) are not assessed but must be included as part of the portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ICT Skills (Assessed as embedded skills into classroom work):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word, PowerPoint, GameMaker, Internet, Coding</td>
</tr>
</tbody>
</table>

### Year Level: 9  Subject: Digital Technologies

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Database</td>
<td>Tables in Design View</td>
<td>Exam</td>
</tr>
<tr>
<td></td>
<td>Queries in Design View</td>
<td>Part 1:</td>
</tr>
<tr>
<td></td>
<td>Report Wizard</td>
<td>Enter data based on the provided case study (Criminal Case)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Produce 2 queries that will help solve the case</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Queries based on questions provided in the case study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part 2:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data provided and case study details provided (Music Industry)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Produce 8 queries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ICT Skills (Assessed as embedded skills into classroom work):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word, Database</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Image Editing</td>
<td>Photoshop Program</td>
<td>Project:</td>
</tr>
<tr>
<td></td>
<td>Social Ethics of editing images</td>
<td>Create postcards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Produce a PowerPoint collating (created) postcards.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PowerPoint needs to include theory on image editing and an evaluation of products produced.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ICT Skills (Assessed as embedded skills into classroom work):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word, PowerPoint, Photoshop</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lights, Camera, Action</td>
<td>Movie editing</td>
<td>Project:</td>
</tr>
<tr>
<td></td>
<td>Desktop Publishing</td>
<td>Create Movie</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Produce a PowerPoint that includes the theory of movie editing principles and an evaluation of products produced.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Produce brochure and flyer promoting movie</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ICT Skills (Assessed as embedded skills into classroom work):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word, PowerPoint, Movie Maker</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 4</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robotics</td>
<td>History of Robotics</td>
<td>Project:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dance Performance (Make the Robot Dance)</td>
</tr>
</tbody>
</table>
Program Skills in NXT robotics program | Produce a PowerPoint that includes the coding used for the
dance performance and evaluation of the final performance.
ICT Skills (Assessed as embedded skills into classroom work): Word, PowerPoint, Programming

<table>
<thead>
<tr>
<th>Year Level: 10</th>
<th>Subject: Certificate I Information Digital Media and Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>ICAICT101A Operate a personal computer</td>
<td>Folio of Work: Create products</td>
</tr>
<tr>
<td>ICAICT102A Operate word-processing applications</td>
<td>Direct Observation (Teacher Checklist)</td>
</tr>
<tr>
<td>ICAICT103A Use, communicate and search securely on the internet</td>
<td>Direct Written questioning task</td>
</tr>
<tr>
<td>Folio of Work:</td>
<td>Review and Evaluation of written work</td>
</tr>
</tbody>
</table>

**Term 2**
- ICAICT106A Operate presentation packages
- ICAICT103A Use, communicate and search securely on the internet

**Project:**
- Storyboard: Create a storyboard of the product for approval
- Animation: Animate a children’s storybook using PowerPoint
- Editing: Edit images for storybook using Photoshop
- Review and Evaluation of product
- Direct Written questioning task (ICAICT103A only)

**Term 3**
- ICAICT105A Operate spreadsheet applications

**Folio of Work:**
- Create products
- Direct Observation (Teacher Checklist)
- Direct Written questioning task
- Review and Evaluation of written work

**Term 4**
- ICAICT104A Use digital devices

**Product:**
- Direct Observation (Teacher Checklist)
- Storyboard: Create a storyboard outlining movie
- Use digital devices (cameras / microphones / etc) to gather project resources
- Editing: Edit images / movie using edit imaging tools
## Year Level: 7  
**Subject: Industrial Design and Technology (IDT)**

<table>
<thead>
<tr>
<th>Term Program (10 weeks)</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metal work</td>
<td>Project 1- Tin Box</td>
<td>Workbook &amp; Project</td>
</tr>
<tr>
<td>Woodwork</td>
<td>Project 2- Wooden Calendar</td>
<td>Workbook &amp; Project</td>
</tr>
<tr>
<td>Plastics</td>
<td>Project 3- Acrylic Phone Holder</td>
<td>Workbook &amp; Project</td>
</tr>
<tr>
<td>Graphics</td>
<td>CAD Drawing- 2D &amp; 3D</td>
<td>Workbook &amp; Drawings</td>
</tr>
</tbody>
</table>

## Year Level: 8  
**Subject: Home Economics**

<table>
<thead>
<tr>
<th>Term Program (5 weeks)</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Technology</td>
<td>Introduction to kitchen/safety, kitchen routines and procedures, measuring, knife skills, simple food presentation</td>
<td>Practical Project- Lunchbox food safety project</td>
</tr>
<tr>
<td>Textile Technology</td>
<td>Introduction to sewing room and sewing machine, simple sewing machine procedures to produce simple articles</td>
<td>Practical Project - Tote bag,</td>
</tr>
</tbody>
</table>

## Year Level: 8 (SEP)  
**Subject: Industrial Design & Technology**

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>ITD (Man Arts)- practical Projects- timber calendar, metal box, acrylic phone holder</td>
<td>3 Prac Projects- including class reflection &amp; evaluation</td>
</tr>
<tr>
<td>Term 2</td>
<td>TAR (The Arts)- Visual Arts, Music, Drama</td>
<td>Folio</td>
</tr>
<tr>
<td>Term 3</td>
<td>HEC (Home Ec)- Food technology and Textile Technology</td>
<td>Practical Projects- Healthy After school Snack and Tote Bag Including evaluation &amp; reflection</td>
</tr>
<tr>
<td>Term 4</td>
<td>ICT (Business/IT)</td>
<td></td>
</tr>
</tbody>
</table>

## Year Level: 9  
**Subject: Home Economics**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Sem 1      | Let’s Look at Textiles  
Natural Fibres and fabrics, basic sewing skills  
Technology Design Process, Using liquid radiance colouring techniques on fabrics | Written Test |
| Term 1     | Functional Textile Production:  
Project- Household item  
Project- Upcycled Item (from jeans) Upcycling and sustainable textile use | Production Journal- Investigation, Production plan, Evaluation/Reflection |
| Term 2     | Making Healthy Food Choices  
Prac Performance Tasks- Fast Foods (Health bars) | Production Journal (x2)  
Practical Component (x2) |
### Term 3
Genres- Recipe/workplans, writing definitions (terminology) and writing evaluations

### Term 4
Prac Performance Task- Meals for the family

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Subject:</th>
<th>Food Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Assessment</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Term 1</strong></td>
<td>Discovering the Kitchen</td>
<td>Mid Sem Practical Project</td>
</tr>
<tr>
<td></td>
<td>Intro to kitchen routines, kitchen equipment including knives, safety &amp; hygiene practices</td>
<td></td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td>Understanding Cookery Processes</td>
<td>Continuous assessment linked to prac work ie reading recipes, writing work plans, evaluations</td>
</tr>
<tr>
<td></td>
<td>ie Cookery techniques and Methods of cooking.</td>
<td>Practical Project</td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td>Making healthy meals for Families</td>
<td>Continuous assessment linked to prac work ie reading recipes, writing work plans, evaluations</td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td>Making healthy meals for Families</td>
<td>Practical Project</td>
</tr>
</tbody>
</table>

### Year Level: 9 Subject: Graphics

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Subject:</th>
<th>Graphics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Assessment</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Term 1</strong></td>
<td>Australian Standards Dimensioning Technical Drawing Introduction to Inventor graphics program</td>
<td>Portfolio of drawings under supervised test conditions</td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td>Term 2- Sectioning Cad/Cam</td>
<td>Portfolio of drawings under supervised test conditions</td>
</tr>
<tr>
<td><strong>Term 3</strong></td>
<td>CO2 Dragster project</td>
<td>Design project Exam</td>
</tr>
<tr>
<td></td>
<td>Australian standards for Technical drawing Dimensioning Tech Drawings Sectioning- symbols &amp; methods Surface texture, fits and tolerances</td>
<td></td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td>Robo wars Project</td>
<td>Design project Exam</td>
</tr>
<tr>
<td></td>
<td>Geometric construction Comic sections, ellipses and plane geometry Scales, geometric shapes and templates Logos, charts &amp; diagrams</td>
<td></td>
</tr>
</tbody>
</table>

### Year Level: 9 Subject: Industrial Technology & Design

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Subject:</th>
<th>Industrial Technology &amp; Design</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Assessment</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Term 1</strong></td>
<td>Working with wood and plastics: Workshop rules, routines &amp; safety Investigating specifications and standards Selecting resources, techniques &amp; tools to meet specifications Production procedures &amp; production (making) of project Evaluating, reflection and recommending improvements to product and production processes</td>
<td>3 Practical Projects and workbooks which include working through the Technology Process ie Investigating &amp; designing, Production &amp; evaluating/reflection</td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td>Project- Acrylic cake slice Project- CO2 dragster (start Term 1, finish term 2) Project- Timber folding chair</td>
<td>Visual literacy to read and interpret drawings/specifications Writing production plans and</td>
</tr>
<tr>
<td>Term</td>
<td>Subject: Home Economics</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td><strong>Working with metal:</strong> Project- metal box with sliding lid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practical Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written Test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills test- Plastics &amp; Electronics, use of vacuum former</td>
<td></td>
</tr>
<tr>
<td>Term 4</td>
<td><strong>Plastics and Electronics:</strong> Project- Soccor bot</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intro to Electro Mechanical devices, plastics, switches, electric motors</td>
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<tr>
<td></td>
<td>Practical Project</td>
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<tr>
<td></td>
<td>Written Test</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Level: 10</th>
<th>Subject: Home Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sem 1</strong></td>
<td><strong>Term 1</strong> Textiles and Design</td>
</tr>
<tr>
<td></td>
<td>Technology Design Process</td>
</tr>
<tr>
<td></td>
<td>Manmade fibres &amp; fabrics, sewing techniques for practical projects</td>
</tr>
<tr>
<td></td>
<td>Using liquid radiance colouring techniques on fabrics</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td></td>
<td>Production journal-</td>
</tr>
<tr>
<td><strong>Sem 2</strong></td>
<td><strong>Term 3</strong> Food and Nutrition</td>
</tr>
<tr>
<td></td>
<td>Prac Performance Task -Fast foods-dietary needs ie low fat, vegetarian, coeliac</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td></td>
<td>Production journal</td>
</tr>
<tr>
<td></td>
<td>Written Test</td>
</tr>
<tr>
<td><strong>Sem 3</strong></td>
<td><strong>Term 4</strong> Prac Performance Task- Sustainability/seasonal produce</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td></td>
<td>Assignment- Feature article</td>
</tr>
<tr>
<td></td>
<td>Production journal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Level: 10</th>
<th>Subject: Food Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sem 1</strong></td>
<td><strong>Term 1</strong> Unit-Food for Entertaining</td>
</tr>
<tr>
<td></td>
<td>Safety/hygiene practices</td>
</tr>
<tr>
<td></td>
<td>Menu structure, menu types</td>
</tr>
<tr>
<td></td>
<td>Reading, writing and using recipes and work plans</td>
</tr>
<tr>
<td></td>
<td>Appetisers, entrees, main courses</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td></td>
<td>Written Assignment</td>
</tr>
<tr>
<td></td>
<td>Factual sheet, menu design</td>
</tr>
<tr>
<td></td>
<td>Prac. component</td>
</tr>
<tr>
<td></td>
<td>Practical exam (pairs)</td>
</tr>
<tr>
<td><strong>Sem 2</strong></td>
<td><strong>Term 2</strong> Desserts, petit fours</td>
</tr>
<tr>
<td></td>
<td>Work flow planning</td>
</tr>
<tr>
<td></td>
<td>Food presentation techniques</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td></td>
<td>Practical Exam (individual)</td>
</tr>
<tr>
<td><strong>Sem 3</strong></td>
<td><strong>Term 3</strong> Unit-Introduction to Hospitality</td>
</tr>
<tr>
<td></td>
<td>Food trends, working to a design brief</td>
</tr>
<tr>
<td></td>
<td>Simple costings, work flow planning</td>
</tr>
<tr>
<td></td>
<td>Simple food styling</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td></td>
<td>Practical Team challenge</td>
</tr>
<tr>
<td></td>
<td>(project)</td>
</tr>
<tr>
<td><strong>Sem 4</strong></td>
<td><strong>Term 4</strong> Class Function work</td>
</tr>
<tr>
<td></td>
<td>Working effectively as a team- planning, production</td>
</tr>
<tr>
<td></td>
<td>Interacting with customers</td>
</tr>
<tr>
<td></td>
<td>Table settings and presentation</td>
</tr>
<tr>
<td></td>
<td>Basic service skills for food and beverages</td>
</tr>
<tr>
<td></td>
<td>Intro to Hospitality Industry and possible career pathways</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td></td>
<td>Practical class function</td>
</tr>
<tr>
<td></td>
<td>including written planning documents (project)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Level: 10</th>
<th>Subject: Graphics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td>Orthographic Drawings- Auxiliary view</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td></td>
<td>Production drawings</td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td>Production Graphics ie Light Sabre/Star wars project</td>
</tr>
<tr>
<td></td>
<td>-Inventor 2015</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td></td>
<td>Written folio of drawings</td>
</tr>
</tbody>
</table>
- 3D printing
  Surface Development
  Project- Begin Sunglasses design (working to a design brief)

| Term 3 | Surface development continued  
         | Project- Sunglasses design package | Graphical sunglasses design package |
|-------|----------------------------------|-----------------------------------|
| Term 4 | Built environment  
         | -Inventor 2015  
         | Project- Dog Kennel | Dog Kennel- Presentation package for client including design & construction drawings |

Year Level: 10  
Subject: Engineering (Metal)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| **Term 1** | O H & S Workshop Orientation  
  Working with sheet metal  
  Project- Metal Toolbox  
  Project- Drill point gauge and Engineers Hammer  
  Using hand tools and spot welder | OH & S Test (Induction)  
  Production practical project including production booklet |
| **Term 2** | Using plastics  
  Project- Elect-mechanical device | Written Test  
  Production of working model and booklet |
| **Term 3** | Project- Oil pourer (Sheet metal)  
  Project- Circuit board (Electronics) | Production circuit board  
  Written assignment includes evaluation/Reflection etc |
| **Term 4** | Project- Solar car  
  Group based research, design and presentation based on kits (Aust Power Institute) | Presentation of Research  
  Production of solar car |
<table>
<thead>
<tr>
<th>Term 1</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School life</strong> Subjects <strong>Time</strong></td>
<td>School Routine/timetables Types of schools – Ger V Aus comparison Describing school – size, location, facilities, uniform, etc. Expressing likes and dislikes, giving opinions and reasoning Teachers</td>
<td>Written – PowerPoint presentation about your school Oral – present PowerPoint presentation Reading – read an email and answer questions in English Listening – listen to the text &quot;Two Friends&quot; and answer the questions in German.</td>
</tr>
</tbody>
</table>

The unit focuses on developing intercultural knowledge about school and school life while developing German writing, oral, reading and listening language skills.

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The weather</strong> Leisure activities and fashion choices</td>
<td>- Questions using future tense, past tense - Interrogative adjectives (who, what, where, when) - Present perfect tense - Modals - Coordination conjunctions, subordination conjunctions - Adjectives and adjective endings - Seasons, days of the week, months, numbers (including degrees), adverbs of time, clothing, verbs (activities)</td>
<td>Written – research and compose a weather report Oral – present weather report (film)</td>
</tr>
</tbody>
</table>

The unit focuses on developing intercultural knowledge about weather and leisure activities while developing German language skills, both written and oral.

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Holidays around the World</strong> Celebrations – Oktoberfest, Christmas, Easter, Birthday, NYE, holidays, etc.</td>
<td>- Cases - Interrogative adjectives - prepositions - subordinating conjunctions - past and future tenses - translate and interpret a range of texts - Time, days of the weeks, seasons, months - Countries, nationalities, languages</td>
<td>Written - Listening and Reading -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 4</th>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>German speaking countries – similarities and differences</strong> Countries, nationalities, languages (dialects) creating and interpreting maps Word order/sentence structure Verbs – present tense, modal verbs, conjunctions and pronouns Future tense – werden + infinitive Adjectives – adjective endings in accusative Accusative case Cases Interrogative adjectives prepositions subordinating conjunctions</td>
<td>Written Oral</td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td>Topic</td>
<td>Assessment</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Term 1 | Daily Routine and Family Life.  
Making plans and arrangements.  
Sports/Hobbies, Interests and Leisure time | Assessment is conducted at the end of semester. Formative assessment is conducted throughout Term 1.         |
| Term 2 | Health and Nutrition  
Alcohol and Drugs  
Youth and Family Problems  
Relationships       | Speaking Test: Conversation between Teacher and Student.  
Writing Test: Based on all topics covered throughout Semester 1, students are to respond to stimulus.  
Listening Test: Listen and respond to oral texts based on topics from Term 1 & 2.  
Reading Test: Read and respond to written texts based on topics from Term 1 & 2. |
| Term 3 | School, Education systems, Student Exchange  
Part Time Work, Further Study, Careers, Future Plans.                              | Reading Test: Read and respond to stimulus of school life in Germany.  
Speaking Test: Speech and Q&A about current schooling life.                                               |
| Term 4 | Part Time Work, Further Study, Careers, Future Plans.  
The Media Film Review                                                                                     | Listening Test: Listen to Future plans of German teenagers and respond in English.  
Writing Test: Film Review or Future intentions                                                             |
**SENIOR CURRICULUM OFFERINGS**

**English**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Subject</th>
<th>Subject Cost</th>
<th>Contact Person</th>
<th>Subject Type</th>
<th>QCE Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>Nil</td>
<td>Pamela Cameron</td>
<td>Authority</td>
<td>1 per semester (max 4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimum Pre-Requisites</th>
<th>B in English</th>
</tr>
</thead>
</table>

| Some future career options | English is a pre-requisite for entry to a majority of University courses of study |

This course aims to promote students’ confident use of language for a variety of purposes and audiences. Proficiency in English allows students to share in and contribute to current and future local, national and global communities and cultures.

The senior English course allows students to engage with a wide variety of literary, mass media and everyday texts and to gain pleasure from these texts. As they study the increasingly demanding texts required, students write, speak or sing, view, listen and think critically. In studying the texts of others and in composing their own texts, students conceptualise, imagine, appreciate, experiment, speculate, reflect, make decisions, hypothesise, analyse and evaluate to enhance their ability to think, use language and make meaning.

**Unit overview**

**YEAR 11**
1. The Truth is Out There  
2. Transformers: From poetry to prose  
3. Tell Him He’s Dreaming: Australian story

**YEAR 12**
1. All the World’s a Stage: Shakespeare  
2. Heroes and Villains: Modern novel  
3. A Touch of Class: Classic novel

**Assessment**

**YEAR 11**
2x Written examinations  
2x Oral presentations  
1x Magazine article and oral presentation

**YEAR 12**
2x Written examinations  
1x Magazine article & oral presentation

**Study expectations**
2.5 hours of homework & independent study per week. Novels will be read independently.

**Additional costs**
Nil.
English Communication

<table>
<thead>
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<th>Faculty</th>
<th>English</th>
<th>Subject Cost</th>
<th>Nil</th>
</tr>
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<tbody>
<tr>
<td>Contact Person</td>
<td>Pamela Cameron</td>
<td>Subject Type</td>
<td>Authority Registered</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:pcame1@eq.edu.au">pcame1@eq.edu.au</a></td>
<td>QCE Credits</td>
<td>1 per semester (max 4)</td>
</tr>
<tr>
<td>Minimum Pre-Requisites</td>
<td>Nil</td>
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</table>

| Some future career options | Literacy is a requirement for successful employment in all fields of industry, including trade services, retail industries, hospitality and agricultural areas. |

English Communication is designed as a practical and relevant course that will improve students' skills in spoken and written English. It is tailored to suit the needs of the less academically oriented students in the Senior School.

This subject encourages students to focus on the understanding and use of the process of communication. Throughout the program of study, students develop communication skills that enable them to function effectively in the contexts of work, community and leisure. Students use language to comprehend and compose in a wide range of print, spoken, visual and multimedia tests in a range of contexts.

**Unit overview**

**YEAR 11**

1. Workplace Communication  
2. Job Seeking Skills  
3. Presenting Information

**YEAR 12**

1. Writing Skills for Work  
2. Work Team Communication  
3. Dealing with Customers and Clients

**Assessment**

**YEAR 11**

2x Written examinations  
5x Oral presentations  
5x Written assignments

**YEAR 12**

1x Written examinations  
4x Oral presentations  
5x Written assignments

**Study expectations**

1 hour of homework & independent study per week.

**Additional costs**

Nil.
Mathematics A

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Mathematics</th>
<th>Subject Cost</th>
<th>Nil</th>
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</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Christie Robb <a href="mailto:crobb15@eq.edu.au">crobb15@eq.edu.au</a></td>
<td>Subject Type</td>
<td>Authority</td>
</tr>
<tr>
<td>Minimum Pre-Requisites</td>
<td>C in Mathematics</td>
<td></td>
<td></td>
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<tr>
<td>Some future career options</td>
<td>Technical trades such as toolmaking, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics, tourism and hospitality, and administrative and managerial employment in a wide range of industries. It is also suitable as a precursor to tertiary studies in subjects with moderate demand in mathematics.</td>
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</table>

Mathematics A introduces students to a wide variety of mathematical tools that are used in commercial, business, industrial and life situations. It shows students how mathematics can be used in the building trade, business and domestic areas.

**Unit overview**

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Elements of Geometry</td>
<td>1. Networks and Queuing</td>
</tr>
<tr>
<td>2. Data collection and presentation</td>
<td>2. Managing Money</td>
</tr>
<tr>
<td>3. Managing Money</td>
<td>3. Land measurement</td>
</tr>
<tr>
<td>4. Linking 2 and 3 dimensions</td>
<td>4. Exploring and understanding data</td>
</tr>
</tbody>
</table>

**Assessment**

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>4x Written examinations</td>
<td>4x Written examinations</td>
</tr>
<tr>
<td>1x Report</td>
<td>1x Report</td>
</tr>
<tr>
<td>1x Extended modelling and problem solving task</td>
<td>1x Extended modelling and problem solving task</td>
</tr>
</tbody>
</table>

**Study expectations**

2.5 hours of homework & independent study per week.

**Additional costs**

Nil.
### Mathematics B

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Mathematics</th>
<th>Subject Cost</th>
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<tr>
<td>Contact Person</td>
<td>Christie Robb</td>
<td><a href="mailto:crobb15@eq.edu.au">crobb15@eq.edu.au</a></td>
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</tr>
<tr>
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<td>Authority</td>
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<tr>
<td>Minimum Pre-Requisites</td>
<td>A in Year 10 Mathematics or B in Year 10 Extension Mathematics</td>
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<tr>
<td>Some future career options</td>
<td>A variety of fields around science, medicine, mining and engineering, information technology, mathematics, finance, and business and economics.</td>
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</table>

There are many mathematical problems for which arithmetic and simple geometry are not sufficient. Mathematics B introduces students to the more powerful methods of abstract mathematics. It also has a real-world component and provides students with mathematical tools for other quantitative senior subjects.

**Unit overview**

**YEAR 11**
1. Exponential and Logarithmic Functions and Applications
2. Periodic Functions
3. Applied Statistical Analysis
4. Introduction to Functions
5. Rates of Change
6. Optimisation
7. Introduction to Integration

**YEAR 12**
1. Introduction to Functions
2. Periodic Functions and Applications
3. Exponential and Logarithmic Functions and Applications
4. Rates of Change
5. Introduction to Integration
6. Applied Statistical Analysis
7. Optimisation

**Assessment**

**YEAR 11**
4x Written examinations
1x Report (two part)
1x Extended modelling and problem solving task (two part)

**YEAR 12**
4x Written examinations
1x Report (two part)
1x Extended modelling and problem solving task (two part)

**Study expectations**
2.5 hours of homework & independent study per week.

**Additional costs**
Nil.
Mathematics C

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Mathematics</th>
<th>Subject Cost</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Christie Robb <a href="mailto:crobb15@eq.edu.au">crobb15@eq.edu.au</a></td>
<td>Subject Type</td>
<td>Authority</td>
</tr>
<tr>
<td>Minimum Pre-Requisites</td>
<td>A in Mathematics or B in Mathematics Extension. Must also study Mathematics B in Year 11/12</td>
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<td></td>
</tr>
<tr>
<td>Some future career options</td>
<td>A variety of fields around science, medicine, mining and engineering, information technology, mathematics, finance, and business and economics.</td>
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</tbody>
</table>

Our technological society is based on the use of a wide range of mathematical tools. Mathematics C allows the student to gain experience in more of this range of mathematics than is available by studying Mathematics B alone. The student of Mathematics C must also study Mathematics B.

Unit overview

**YEAR 11**
1. Real and Complex Number Systems
2. Introduction to Groups
3. Matrices and Applications
4. Structures and Patterns
5. Vectors and Applications
6. Linear Programming

**YEAR 12**
1. Calculus
2. Real and Complex Number Systems
3. Structures and Patterns
4. Matrices and Applications
5. Vectors and Applications
6. Dynamics
7. Linear Programming

Assessment

**YEAR 11**
4x Written examinations
1x Report (two part)
1x Extended modelling and problem solving task (two part)

**YEAR 12**
4x Written examinations
1x Report (two part)
1x Extended modelling and problem solving task (two part)

Study expectations

2.5 hours of homework & independent study per week.

Additional costs

Nil.
Prevocational Mathematics

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Mathematics</th>
<th>Subject Cost</th>
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<tbody>
<tr>
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<tr>
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<td><a href="mailto:crobb15@eq.edu.au">crobb15@eq.edu.au</a></td>
<td>QCE Credits</td>
<td>1 per semester (max 4)</td>
</tr>
<tr>
<td>Minimum Pre-Requisites</td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some future career options</td>
<td>Numeracy is a requirement for successful employment in all fields of industry, including trade services, retail industries, hospitality and agricultural areas.</td>
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</table>

As mathematics is an integral part of everyday life, Prevocational Maths has been developed to provide students with a relevant and practical mathematical basis for life after school.

Prevocational Maths allows students to work on concrete, practical mathematics activities that are matched to their abilities. It explores a wide range of real-life mathematical situations found in the world around us. A student’s grasp of mathematical concepts, proficiency in basic skills and ability to apply these to various life-related contexts is important for successful performance in vocational as well as lifestyle pursuits.

**Unit overview**

**YEAR 11**
1. Practical Statistics
2. Medical Mathematics
3. Landscaping Business
4. Visiting the Local Area
5. Buying and Running a Car
6. Health and Exercise
7. Earning Money and Paying Tax
8. Seeing Queensland

**YEAR 12**
1. Planning to Leave Home
2. Shopping Survey
3. Buying Your First Property
4. Building a New House
5. Running an Event or Small Business
6. Renovating Property
7. Travelling Overseas
8. Creating Maps

**Assessment**

**YEAR 11**
5x Investigations
3x Projects

**YEAR 12**
4x Projects
3x Investigations
1x Survey

**Study expectations**

1.5 hours of homework & independent study per week.

**Additional costs**

Nil.
Ancient History

<table>
<thead>
<tr>
<th>Faculty</th>
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<th>Subject Cost</th>
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<tbody>
<tr>
<td>Contact Person</td>
<td>Liz Taylor</td>
<td>Subject Type</td>
<td>Authority</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:etayl1@eq.edu.au">etayl1@eq.edu.au</a></td>
<td>QCE Credits</td>
<td>1 per semester (max 4)</td>
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<tr>
<td>Minimum Pre-Requisites</td>
<td>B in English and B in History or Geography</td>
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</table>

Studying ancient civilizations is crucial for an understanding of the western tradition and the modern world as a whole. Ancient societies made fundamental contributions to the development of western civilization, which in turn has had a profound effect and influence on world history, both recent and contemporary.

Modern political systems are all profoundly influenced by the practice and theory of government in the ancient world. The cultural legacy of the ancient civilisations of Egypt, Greece and Rome, in terms of art, architecture and literature, is a crucial and fundamental contribution to modern civilisation.

Studying Ancient History enables students to gain both an awareness and understanding of the past's contribution to the present.

**Unit overview**

**YEAR 11**
1. Studies of Archaeology  
2. A Study of Pharaonic Power in Egypt  
3. Studies of Conflict

**YEAR 12**
1. Studies of Religion  
2. A study of Political Centrism in Rome  
3. Studies of Philosophy

**Assessment**

**YEAR 11**
1x Response to stimulus test  
2x Extended written responses  
2x Research tasks

**YEAR 12**
2x Response to stimulus tests  
1x Extended written response  
2x Research tasks

**Study expectations**

2.5 hours of homework & independent study per week.

**Additional costs**

Excursion to UQ – approximate cost of $25.
### Economics

#### Faculty
humanities

#### Subject Cost
Nil

#### Contact Person
Liz Taylor
etayl1@eq.edu.au

#### Subject Type
Authority

#### QCE Credits
1 per semester (max 4)

### Minimum Pre-Requirements
B in English and B in History or Geography

### Some Future Career Options
Accountant, Diplomat, Financial Journalist, Financial Planner, Stockbroker, Valuer, Market Researcher, Purchasing Officer, Bank Officer, Exporter/Importer, Insurance broker, Public Relations officer, Management consultant, Farm manager, Youth worker, Statistician, Political scientist, Politician, Real Estate agent, Manager

Economics is essentially a study of how to use scarce resources in the best possible way. Sometimes referred to as the science of choice, Economics relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and firms.

Economics in Years 11 and 12 is a challenging and interesting subject for students who like working independently and as a group in developing a line of inquiry and spending time on research. It provides a logical and consistent framework for understanding such basic concepts as inflation, the function of money, and budget deficits. By acquiring a basic knowledge of economic analysis, students who take Economics courses are better able to think critically and make decisions about government proposals and their impact - on themselves and their community.

Economics is a subject that allows students to keep their career options and tertiary education pathway options open, it is also a core subject in many tertiary courses.

### Unit Overview

#### YEAR 11
1. Markets and Models
2. Equitable distribution of Income
3. Microeconomic Policy
4. Labour

#### YEAR 12
1. Personal Economics
2. Macroeconomic Management
3. International Economics
4. Globalisation

### Assessment

#### YEAR 11
2x Research reports
1x Short response exam
1x Extended response to stimulus (essay) exam

#### YEAR 12
2x Research reports
2x Short response exams
1x Extended response to stimulus (essay) exam

### Study Expectations
2.5 hours of homework & independent study per week.

### Additional Costs
Nil.
Geography is the study of humans in the environment. It includes:

- Different places and cultures in Australia and overseas.
- Environmental issues such as global warming, sustainability and water problems.
- How the natural environment works, or fails when we change it.
- How cities and towns work, or sometimes why they do not work well
- Finding a balance between the needs of growing population and the sustainability of natural ecosystems

Geography involves a range of modern skills of which decision making is the most important. Geographers solve problems. This happens in their employment and in this course. Solving problems means making good decisions about issues in the environment, in water, global warming, transport or cities to name only a few. Geographers argue convincingly in support of their decisions and support their arguments with accurate and well presented evidence, often involving computer applications.

**Unit overview**

**YEAR 11**
1. Exploring the geography of disease  
2. The impact of large-scale development projects  
3. Feeding the world’s people  
4. Catchment management  
5. Managing coastal sand islands

**YEAR 12**
1. Global warming  
2. Sustainable farming in the Lockyer Valley  
3. Planning and Infrastructure  
4. Sustaining urban and rural communities

**Assessment**

**YEAR 11**
4x Short response exams  
1x Practical test  
2x Reports  
1x Stimulus response test

**YEAR 12**
4x Short response exams  
2x Practical tests  
1x Report  
1x Stimulus response test

**Study expectations**

2.5 hours of homework & independent study per week.

**Additional costs**

Excursion: Field work in the Lockyer Valley (approximate cost - $25).
Modern History focuses on those 20th Century events and trends that have shaped the political, economic and social systems of today. Studying Modern History helps students to live more effectively as global citizens by developing the knowledge, skills and values needed to make wise decisions. Modern History helps students to understand new situations, take a long-term view of issues, examine change and continuity, tolerate and acknowledge the views of others, develop personal values, and reflect upon decisions.

Modern History is studied in such a way that skills in critical inquiry, debate, reflection and decision making are developed. Studying Modern History helps students advance: research skills, a knowledge of their world, interpretive, analytical and evaluative skills, communication skills, empathy, investigative and problem solving skills. These skills are valuable preparation for many tertiary studies.

In an age of increased specialisation, or conversely mobility across a number of different careers, those with generalist people and problem solving skills developed in a course such as Modern History are becoming highly valued by many employers. Modern History is a subject that allows students to keep their career options and tertiary education pathway options open.

### Unit overview

#### YEAR 11
1. History of Ideas & Beliefs – Gandhi, Terrorism
2. Study of Conflict – Nazism

#### YEAR 12
1. Study of Change – Vietnam, Feminism
2. Study of Hope – Reconciliation, End of the Cold War

### Assessment

#### YEAR 11
- 2x Short response exams
- 1x Multi-modal
- 1x Extended response to stimulus (essay)
- 1x Research essay

#### YEAR 12
- 1x Short response exam
- 1x Multi-modal
- 2x Extended response to stimulus (essay)
- 1x Research essay

### Study expectations

2.5 hours of homework & independent study per week.

### Additional costs

Nil
# Social & Community Studies

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Humanities</th>
<th>Subject Cost</th>
<th>Nil</th>
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<tbody>
<tr>
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<tr>
<td>Minimum Pre-Requisites</td>
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<td>QCE Credits</td>
<td>1 per semester (max 4)</td>
</tr>
<tr>
<td>Some future career options</td>
<td>Tourism, Recreation, Hospitality, Community services, Aged care, Public Service</td>
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</table>

Social and Community Studies is a subject that aims to assist students in understanding and participating in the world around them, whether that be locally or further afield. This subject is structured to equip students with the skills necessary to take part in the changing world beyond school. Specifically, the subject looks at: Australian society; aspects of the contemporary global community; the legal rights and responsibilities of individual Australians; and individual participation in the local community via recreation and local innovation. Students will interact with members of the community through visiting guest speakers, regular field studies and participation in community projects throughout the course.

## Unit overview

**YEAR 11**
1. Australia: the inside story
2. Today's Society: the real world

**YEAR 12**
1. Legally, it could be you
2. Health, recreation and leisure: get a life!

## Assessment

**YEAR 11**
- 2x Sets of BlackBoard entries
- 2x Orals
- 1x Short response exam
- 1x Report

**YEAR 12**
- 2x Sets of BlackBoard entries
- 1x Journal
- 2x Reports

## Study expectations

Homework completion nightly.

## Additional costs

Nil.
Tourism is a global phenomenon. It is the world’s largest industry and creator of jobs across national and regional economies. It can be an instrument of prosperity, sustainable development and poverty reduction in developed and emerging economies. In Australia, tourism generates $94 billion in spending per year, therefore making it a significant contributor to the Australian economy. Consequently, tourism is a source of expanding employment opportunities.

Tourism, as a subject, is designed to provide a broad understanding of both the tourist and the tourism industry. The subject aims to develop personal and interpersonal skills that underpin employment in the tourism industry. Furthermore, it examines the dynamic nature of global tourism and the broader social, cultural, ecological and economic implications of sustainable tourism.

**Unit overview**

**YEAR 11**
1. The nature of Tourism
2. Australian destinations
3. International destinations
4. Tourism as a business
5. The marketing of tourism
6. Local tourism

**YEAR 12**
1. Tourism information
2. Customer service skills
3. Tour guiding
4. Current tourism issues
5. Global tourism

**Assessment**

**YEAR 11**
2x Written exam
2x Site reports
1x Oral presentation
1x Brochure

**YEAR 12**
2x Written exam
1x Simulated interview
2x Oral presentations

**Study expectations**

1 hour of homework and independent study per week.

**Additional costs**

Extended Field Trip. This is offered in both Year 11 and Year 12 and alternates between the Sunshine Coast and the Gold Coast. There is an approximate cost of $300 for a 2-3 day trip. There is an expectation that all students studying Tourism attend the 3 day field trips.

Year 11 excursion to Toowoomba. Approximate cost of $30.
Agricultural Practices

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Science</th>
<th>Subject Cost</th>
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<tbody>
<tr>
<td>Contact Person</td>
<td>Gina McLean</td>
<td>Subject Type</td>
<td>Authority Registered</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:gmcle1@eq.edu.au">gmcle1@eq.edu.au</a></td>
<td>QCE Credits</td>
<td>1 per semester (max 4)</td>
</tr>
<tr>
<td>Minimum Pre-Requisites</td>
<td>Nil</td>
<td>Some future career options</td>
<td>Various jobs within the Agricultural industry</td>
</tr>
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</table>

The study of Agricultural Practices aims to assist students to develop knowledge, skills, attitudes and values that are applicable to a range of agricultural work options and life plans.

The study of Agricultural Practices provides students with opportunities to develop:
- An understanding of the dynamic interaction between living and non-living components in agriculture and horticulture.
- An understanding of some of the challenges facing anyone in agricultural or horticultural pursuits—such as the primary producer, the hobby farmer, the green keeper, the commercial flower grower or the backyard gardener.
- An opportunity to acquire practical skills useful in community workplaces, including those associated with workplace safety, effective communication, self-management, and the planning and carrying out of routine tasks with some assistance.
- Sensitivity to the environment.
- A work ethic and the ability to work as an individual and in teams.

**Unit overview**
Topics studied across both Year 11 and 12 include Plant Production, Animal Production, Livestock Nutrition and Pests in Agriculture.

**Assessment**

**YEAR 11**
4x Assessment pieces

**YEAR 12**
4x Assessment pieces

**Study expectations**
2.5 hours of homework & independent study per week.

**Additional costs**
Nil
Agricultural Science

<table>
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<tr>
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<td>QCE Credits</td>
<td>1 per semester (max 4)</td>
</tr>
<tr>
<td></td>
<td>B in English and Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some future career options</td>
<td>Agriculture, Agronomy, Horticulture, Animal studies, Biotechnology, Environmental Science, Agribusiness</td>
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</tbody>
</table>

The study of Agricultural Science explores the ways people manage natural resources such as plants, animals, climate, soil and water to meet basic needs with a sustainable focus. The scope of the subject is very broad. Because of the fundamental importance of agriculture to humans, a study of this subject is of relevance to all students; not just those from a rural background.

The study of Agricultural Science provides students with opportunities to:

- Acquire agricultural practices knowledge.
- Develop problem solving skills
- Develop an appreciation of the dynamic context involving living plants and animals.
- Develop skills to use and apply a range of technologies.
- Build their ability to communicate effectively.

The course is organised in a two year rotating cycle and students either enter at Year A or Year B. Sustainable Resource Management and Agribusiness is taught across all units.

**Unit overview**

**YEAR 11**
1. Animal Nutrition
2. Crop Management and Production

**YEAR 12**
1. Livestock Management and Production
2. Challenges In Agriculture

**Assessment**

**YEAR 11**
2x Written exam (Short and extended response)
1x Extended response to stimulus
2x Extended research responses (Literature Review and Multimodal Presentation)

**YEAR 12**
2x Written exam (Short and extended response)
1x Extended response to stimulus
2x Extended research responses (Literature Review and Multimodal Presentation)

**Study expectations**

2.5 hours of homework & independent study per week.

**Additional costs**

Nil
Biology is the study of the living processes and natural systems of the living world. Students who study Biology engage in creative scientific thinking and apply their knowledge in practical situations. The study of Biology will help students foresee the consequences of their actions and society's actions on the living world.

The study of Biology provides students with opportunities to:
- Gain a knowledge and understanding of the living world.
- Gain insight into the scientific method of investigating problems pertaining to the living world.
- Communicate effectively in various formats on biological issues.
- Experience the processes of Science, which lead to the discovery of new knowledge.
- Develop a deeper understanding of and an enhanced aesthetic appreciation of the living world.

**Unit overview**

**YEAR 11**
1. Diversity of Life
2. Cell biology and plant physiology
3. Animal physiology
4. Ecology
5. Reproduction growth and development

**YEAR 12**
1. Genetics and Technology
2. Natural selection
3. Independent EEI
4. Immunology
5. Responding to the environment

**Assessment**

**YEAR 11**
2x Written exam
1x Extended experimental investigation
2x Extended research tasks

**YEAR 12**
2x Written exam
1x Extended experimental investigation
2x Extended research tasks

**Study expectations**

3.5 hours of homework & independent study per week.

**Additional costs**

Biology camp (Year 11) – Approximate cost of $200. It is a syllabus requirement that all students studying Biology attend the 2 day camp in order to fulfil field work requirements.
Chemistry

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<thead>
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Minimum Pre-Requisites

- B in Science and English
- B in Mathematics or C in Mathematics Extension

Some future career options

Help to save the Environment or an endangered species! Help catch a terrorist, Analytical and forensic science, Organic Chemistry, Computational Chemistry, Teaching, Separation Science & Pharmaceutical Analysis, Science Communication, Forensic Science, Research

The study of Chemistry engages students in an exciting and dynamic investigation of the material universe providing students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and a stepping-stone for further study. An understanding of chemistry is essential for many vocations.

The study of Chemistry provides students with opportunities to develop skills in:
- Information and data production.
- Interpretation and manipulation of data.
- Decision-making and justification.
- Problem solving and analysis.
- Chemical laboratory skills.
- Scientific literacy.

Unit overview

**YEAR 11**
1. The beginnings of Chemistry
2. Indiana Jones Chemistry
3. Quality control
4. The air we breathe

**YEAR 12**
1. The Chemical industry
2. Clean up: Aisle 4!
3. Metallic miracles
4. Chemical future

Assessment

**YEAR 11**
2x Written exam
1x Extended experimental investigation
1x Extended research task

**YEAR 12**
3x Written exam
1x Extended experimental investigation
1x Extended research task

Study expectations

2.5 hours of homework & independent study per week.

Additional costs

Nil.
Physics

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<tr>
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</table>

Minimum Pre-Requisites: B in Science and C in English
B in Mathematics or C in Mathematics Extension
It is recommended that students studying Physics also study Maths B.

Some future career options:
Astronomy, Education, Engineering, Gravity Research, Laser Fusion, Medicine, Meteorology and Climate Change, Nanotechnology, Renewable Energy, Scientific Research, Space Exploration Industries and Telecommunications

The study of Physics provides students with a means of enhancing their understanding of the world around them as well as achieving useful knowledge and skills. Physics values methods of precise measurement, reproducible experimentation and powerful mathematical relationships.

The study of Physics provides students with opportunities to:
- Develop an understanding of fundamental laws of nature.
- Apply the fundamental laws of nature.
- Solve Physics problems using mathematical techniques.
- Develop manipulative skills.
- Develop methods of observation and measurement in practical work.
- Develop scientific literacy.

Unit overview

YEAR 11
1. Cars – speed and safety
2. Physics of amusement parks
3. Discovering the Solar System
4. Medical Physics I – Physics principles of the body

YEAR 12
1. The sounds of music
2. Electronic devices
3. Physics in the home
4. Medical Physics II – Using Physics in medicine
5. The search for understanding

Assessment

YEAR 11
1x Written exam
1x Extended experimental investigation
2x Extended research task

YEAR 12
2x Written exam
1x Extended experimental investigation
2x Extended research task

Study expectations
2.5 hours of homework & independent study per week.

Additional costs
Willowbank Raceway excursion (Year 11) – approximate cost $50.
Excursion to Dreamworld (Year 11) – approximate cost $60.
Year 12 Physics lecture at University of Southern Queensland – cost TBA.
Science in Practice

<table>
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<tr>
<th>Faculty</th>
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Minimum Pre-Requisites: Nil – a pass in Year 10 Science is desirable

Some future career options: Journalist, Forest worker, Landscape gardener, Pharmacy assistant, Cosmetician, Hospital orderly, Photographic processor, Pest controller, Beekeeper and Dry cleaner

The study of Science in Practice aims to assist students to develop knowledge, skills, attitudes and values that are applicable to a range of work options and life plans.

The study of Science in Practice provides students with opportunities to:

- Develop scientific literacy and numeracy skills.
- Develop a sense of responsibility for their local and global environment.
- Develop an appreciation of the impacts and issues of science.
- Develop knowledge, practical skills and work-related practices for effective participation in the workplace.
- Develop skills to use and apply a range of technologies.
- Build their ability to communicate effectively.

**Unit overview**

**YEAR 11**
1. The nature of Science
2. Photography
3. Climate change
4. Environmental studies

**YEAR 12**
1. Forensic Science
2. Sustainable farming practices
3. Resource management
4. Sustainable workplaces

**Assessment**

**YEAR 11**
1x Written exam
1x Assignment
1x Portfolio
1x Practical project

**YEAR 12**
2x Written exam
1x Assignment
1x Portfolio
1x Practical project

**Study expectations**

1 hour of homework & independent study per week.

**Additional costs**

Nil.
Accounting plays a vital role in the business world. It is a process which, records, communicates and interprets financial and other information about an organisation to interested parties. Accounting forms the basis of all business and financial decisions:

- Provides a foundation in the content of the discipline
- Promotes the development of numeracy, effective communication and logical reasoning
- Introduces students to relevant technologies
- Enables students to participate more effectively in the management of their personal financial affairs
- Assists students to appreciate the necessity for accuracy and the presentation of high quality work
- Prepares students for future education, training and employment

**Unit overview**

**YEAR 11**
1. Preparation of final accounting reports – analysis and interpretation of financial statements
2. Control of stock – often a firm’s biggest asset

**YEAR 12**
1. Computer applications – packages, spreadsheets & graphics
2. Control of fixed assets

**Assessment**

**YEAR 11**
- Short answer
- Written practical case studies
- Essays
- Assignments
- Computer applications

**YEAR 12**
- Short answer
- Written practical case studies
- Essays
- Assignments
- Computer applications

**Study expectations**

2.5 hours of homework & independent study per week.

**Additional costs**

Nil.
Business Study Area Specification aims to meet students’ needs in the senior phase of learning. It has been designed to help students develop:

- A knowledge and understanding of business
- The skills required for effective participation in the workforce and as active and informed citizens
- An awareness and appreciation of the importance of working in a team, effective communication, organisational and interpersonal skills
- An awareness of their individual abilities, to foster personal growth, self-reliance and a sense of personal worth and esteem
- An awareness of moral, ethical and social responsibility in personal and business contexts
- The knowledge, skills and attitudes necessary to participate as valued members of society and which enhance employability.
- Basic financial administration procedures

**Unit overview**

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Customer service</td>
<td>1. Events management</td>
</tr>
<tr>
<td>2. Financial administration</td>
<td>2. Events management</td>
</tr>
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</table>

**Assessment**

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended response to stimulus</td>
<td>Extended response to stimulus</td>
</tr>
<tr>
<td>Project</td>
<td>Project</td>
</tr>
<tr>
<td>Project</td>
<td>Exam</td>
</tr>
<tr>
<td>Exam</td>
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</table>

**Study expectations**

2.5 hours of homework & independent study per week.

**Additional costs**

Nil.
Business Communications & Technology (BCT)

<table>
<thead>
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<td></td>
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<td>QCE Credits</td>
<td>1 per semester (max 4)</td>
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Minimum Pre-Requisites
- C in English
- C in Mathematics or Mathematics Extension

Some future career options
BCT graduates have access to a variety of employment opportunities in a range of industries including: Public Administration, International Business, Legal Banking, Health Care, Retail, Tourism and Hospitality, Insurance and Travel.

BCT is designed to equip students with the ability to communicate effectively and interact confidently within business environments.

BCT students will use a range of business information and technologies appropriate to various sectors. Such skills are fundamental to attaining knowledge of business and handling a variety of business transactions. Students will:
- Acquire the knowledge, reasoning processes, skills and attitudes necessary for functioning in local and global business contexts
- Gain the ability to interact confidently in business
- Develop effective work teams, personal and interpersonal communication skills
- Use a range of business information and technologies
- Learn how to handle a variety of business transactions

Unit overview

YEAR 11
1. Business environments and industrial relations
2. International business
3. Managing people
4. Managing workplace information

YEAR 12
1. Organisation and work teams
2. Events Management
3. Financial administration
4. Financial administration

Assessment

YEAR 11
- Short response
- Multimodal
- Written research response
- Short response and extended written response

YEAR 12
- Short response and extended written response
- Multimodal research response
- Written extended response
- Short written response and extended written response

Study expectations
2.5 hours of homework & independent study per week.

Additional costs
Nil.
This program will offer the students a holistic view in working in an IT and business environment. Students will work in a simulated IT work environment. Students will develop skills in communication, team-work, problem-solving, planning and organising, self-management, learning and using technology. It helps to develop awareness of occupational health and safety issues in an IT business environment.

Students need to have a good work ethic. To be deemed competent students must actively participate in the program and complete all tasks to a competent standard. A Certificate II in Business and Certificate II in Information Digital Media and Technology (IDMT) will enable students to work in a business or IT environment during school or after finishing school.

**Assessment**

**YEAR 11**
- Portfolios
- Projects
- Questioning
- Observations with checklists
- Case studies
- Written tasks

**YEAR 12**
- Portfolios
- Projects
- Questioning
- Observations with checklist
- Case studies
- Written tasks

**Study expectations**

2.5 hours of homework & independent study per week.

**Additional costs**

Nil.
Information & Communication Technology

<table>
<thead>
<tr>
<th>Faculty</th>
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<tr>
<td>Some future career options</td>
<td>This subject helps students to raise their computer literacy and develop skills that are applicable to any workplace.</td>
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The ICT course provides students with introductory knowledge and the skills required to begin a career in industries that utilise information technology. Most working environments involve the use of computers and information technology in some form. The use of computer technology in the home and in the community are used for entertainment, educational and recreational purpose on an increasing basis.

ICT deals with three areas – management of the computer, publishing and managing data. ICT core units explore the use of hardware, software and ICT within society. Studies in each area take into account social considerations and investigate issues within a problem-solving context.

**Unit overview**

**YEAR 11**

1. Graphic design and desktop publishing – an introduction
2. Graphic design: image editing
3. Animation introduction
4. Working on the web: web design introduction

**YEAR 12**

1. Graphic design and desktop publishing
2. Animation design
3. Web design
4. Digital imaging

**Assessment**

**YEAR 11**

Portfolios
Questioning
Multimodal
Written responses
Projects
Products

**YEAR 12**

Portfolios
Questioning
Multimodal
Written responses
Projects
Products

**Study expectations**

2.5 hours of homework & independent study per week.

**Additional costs**

Nil.
Information Processing Technology

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<tbody>
<tr>
<td>Some future career</td>
<td>A Career in Information Technology as a Web developer, system designer, systems analyst, programmer, game developer, IT teacher, university lecturer, IT sales, computer technician, network engineer, systems administrator and IT support team member.</td>
<td></td>
</tr>
</tbody>
</table>

With a strong focus on problem solving, IPT is ideal for students who enjoy a challenge and like building things that work and do something. The course will allow them to design, develop, build and evaluate solutions using computers while developing a large range of practical skills and a strong understanding of the information technology eco system.

IPT emphasises identifying and solving problems and provides students with the knowledge, skills and processes to understand and manipulate an information technology environment. It involves the study of Databases, software programming, algorithms, Human Computer Interaction, Artificial Intelligences and the social and ethical issues surrounding the use of Information Technology. More importantly it strongly.

**Unit overview**

**YEAR 11**
1. Introduction to algorithms and software programming using Java
2. Introduction to databases and SQL
3. Algorithms and software
4. Programming in a social and ethical / human-computer interaction context

**YEAR 12**
1. Advanced algorithms and software programming
2. Advanced database SQL
3. Advanced software programming
4. Artificial intelligence

**Assessment**

**YEAR 11**
- Short response
- Multimodal
- Written research response
- Short response and extended written response

**YEAR 12**
- Short response and extended written response
- Multimodal research response
- Written extended response
- Short written response and extended written response

**Study expectations**
2.5 hours of homework & independent study per week.

**Additional costs**
Nil.
Information Technology Systems

<table>
<thead>
<tr>
<th>Faculty</th>
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<tr>
<td>Some future career options</td>
<td>A Career in Information Technology as a Web developer, system designer, systems analyst, programmer, game developer, IT teacher, university lecturer, IT sales, computer technician, network engineer, systems administrator and IT support team member.</td>
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Information Technology Systems (ITS) is a practical subject focused on preparing students to respond to emerging technologies and information technology (IT) trends. Students develop the knowledge of, and skills in, the systems used to supporting, create and manage IT.

Information Technology Systems prepares students to cope with, and harness to their advantage, the changes and significant opportunities associated with IT. This subject may lead to employment in such areas as IT support, graphic and multimedia manipulation, or tertiary study in the fields of multimedia design, games design, website design and animation.

Unit overview

**YEAR 11**
1. Graphic design
2. Web design
3. Web design
4. Networking

**YEAR 12**
1. Animation
2. Game design
3. Game design
4. Networking

Assessment

**YEAR 11**
Project
Practical exercise
Supervised written: short response

**YEAR 12**
Practical exercise
Supervised written: short response / practical
Extended response: multimodal
Supervised written: extended response

Study expectations
2.5 hours of homework & independent study per week.

Additional costs
Nil.
# Legal Studies

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</table>

Some future career options: A study of Legal Studies will prepare students for further study in the areas of Business, Justice, Law or Commerce.

Legal Studies focuses on ‘legal awareness’. It considers legal issues arising out of community matters and resulting consequences for the individual and society rather than knowledge of the law as such. Legal Studies is designed for students, who whatever their post-school destination, with to develop understandings, skills, abilities and attitudes about legal situations.

## Unit overview

**YEAR 11**

1. The Legal System
2. Criminal law
3. Introduction to civil obligations
4. Civil wrongs (Torts) and the Law

**YEAR 12**

1. Independent inquiry
2. Family and the Law
3. Elective topic
4. Human Rights

## Assessment

**YEAR 11**

Exam – short response
Extended research response
Exam – extended response test
Exam – extended response to stimulus

**YEAR 12**

Extended research response – independent inquiry
Extended research response – multimodal
Exam – extended research response
Exam – extended response to stimulus

## Study expectations

2.5 hours of homework & independent study per week.

## Additional costs

Nil.
Aerospace Studies allows students to gain an understanding and to develop their skills within the aviation and aerospace industry. This course draws upon the fundamental principles of mathematics, science relating to forces, business aviation operations and safety management systems in the aviation/aerospace industry. Whilst completing their studies, students will investigate aviation principles and the history of flight whilst carrying out practical applications to aircraft design. Students will have access to different simulation programs to help place theoretical knowledge into context. In addition, workshop facilities are utilised to complement these studies to help students apply some of the theoretical studies.

**Unit overview**

1. Aeronautics and Astronautics
   - Basic aeronautics; aircraft systems; meteorology; historical and technological developments of aerospace
2. Safety management systems
   - Safety awareness and risk management, including quality improvement concepts, regulations, legislation and policies
3. The business of aviation and aerospace
   - Organisational structure; business development; human resource management
4. Aviation operations
   - Airport and airline operations; air traffic management; environmental factors; human factors

**Assessment**

**YEAR 11**
- 2x Expository assignments
- 2x Written exams
- 1x Multi-modal presentation
- 1x Research assignment

**YEAR 12**
- 2x Expository assignments
- 2x Written exams
- 1x Multi-modal presentation
- 1x Research assignment

**Study expectations**

2.5-3 hours of homework & independent study per week.

**Additional costs**

Every second year, a trip to Avalon International Air Show in Melbourne occurs for five days, at an average cost of approximately $1100.
AUR20712 Certificate II in Automotive Vocational Preparation

<table>
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</table>

Minimum Pre-Requisites: Nil

Some future career options: The qualification targets introductory employment, such as induction or probationary periods for automotive retail, service and repair employment. Students that undertake this subject undertake a direct qualification towards an apprenticeship within the Automotive trades. These trades include Automotive Mechanical, Diesel and Heavy Machinery Mechanic.

The AUR20712 Certificate II in Automotive Vocational Preparation is based on the packaging rules described in the AUR12 Training Package. This course is based at the Trade Training Centre (TTC). This subject is largely practically based with online assessment required to allow student to build a better understanding of the fundamentals behind the automotive industry. To achieve a Certificate II in Automotive Vocational Preparation 14 units must be achieved as outlined below.

SAFETY: Due to the nature of the work and equipment based at the TTC, students will need to have industry standard clothing which includes steel capped boots, drill cotton long sleeves shirt and trousers and safety glasses for use in the workshop. No other shoes will be accepted. Hair is required to be held back off the face and neck. No jewellery on hands or wrists. There are lockers available for the students to store clothing etc however a padlock will be required to secure the available lockers.

Unit overview

**YEAR 11**
- AUR10112 Certificate I
- AURAEA1001 Identify environmental requirements in an automotive workplace
- AURASA1001 Apply automotive workplace safety fundamentals
- AURETR1003 Apply automotive electrical systems fundamentals
- AURLTA1001 Apply automotive mechanical systems fundamentals
- AURTTK2002 Use and maintain workplace tools and equipment
- AURTTA1001 Remove and tag steering, suspension and brake systems components
- AURTTA1002 Carry out workshop practice activities
- AURTTA1003 Use and maintain basic measuring devices

**YEAR 12**
- AUR20712 Certificate II
- AURAEA2002 Apply environmental and sustainability best practice in an automotive workplace
- AURAEA2002 Apply safe working practices in an automotive workplace
- AURETR1003 Apply automotive electrical systems fundamentals
- AURLTA1001 Apply automotive mechanical systems fundamentals
- AURTTK2002 Use and maintain workplace tools and equipment
- AURTTA1001 Remove and tag steering, suspension and brake systems components
- AURTTA1002 Carry out workshop practice activities
- AURTTA1003 Use and maintain basic measuring devices
- AURAF2003 Communicate effectively in an automotive workplace
- AURAF2004 Solve routine problems in an automotive workplace
- AURETR2015 Inspect and service batteries
- MEM05050B Perform routine gas metal arc welding

Assessment

All assessment is competency-based. Evidence of skills and knowledge gathered over time and a variety of tasks are collected towards the units of competency required. Written and online assessment (eg: work booklet, online activities and exams).

Study expectations: 2.5 hours of homework & independent study per week.

Additional costs

Clothing for TTC workshop – steel capped boots, drill cotton trousers/shirt and safety glasses
The MEM20413 Certificate II in Engineering Pathways is based on the packaging rules described in the MEM05 Training Package. This course is based at the Trade Training Centre (TTC). This subject is largely practically based to allow student to build a better understanding of the fundamentals behind the Engineering and Manufacturing industry. To achieve a Certificate II in Engineering Pathways, students must achieve competency in 12 units of competency over the 2 years of study.

SAFETY: Due to the nature of the work and equipment based at the TTC, students will need to have industry standard clothing which includes steel capped boots, drill cotton long sleeves shirt and trousers and safety glasses for use in the workshop. No other shoes will be accepted.

**Unit overview**

- MEM13014A Apply Principles of Occupational Health and Safety in the Work Environment
- MEM16008A Interact with Computing Technology
- MEM18001C Use Hand Tools
- MEM18002B Use Power tools / Hand Held Operations
- MEMPE001A Use engineering workshop machines
- MEMPE002A Use electric welding machines
- MEMPE003A Use oxy-acetylene and soldering equipment
- MEMPE004A Use fabrication equipment
- MEMPE005A Develop a career plan for the engineering and manufacturing industry
- MEMPE006A Undertake a basic engineering project
- MSAENV272B Participate in environmentally sustainable work practices
- MSMAPMSUP106A Work in a team

**Assessment**

All assessment is competency-based. Evidence of skills and knowledge gathered over time and a variety of tasks are collected towards the units of competency required. Written and online assessment (eg: work booklet, online activities and exams), as well as practical tasks and observations.

**Study expectations**

Study individually and within a group environment.

**Additional costs**

Clothing for TTC workshop – steel capped boots, drill cotton trousers/shirt and safety glasses
SIT20213 Certificate II in Hospitality

<table>
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<td>Minimum Pre-Requisites</td>
<td>Nil – however Food Tech or Food Studies in Year 9/10 an advantage</td>
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<tr>
<td>Some future careers</td>
<td>Bar attendant, café attendant, catering assistant, food and beverage attendant</td>
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</tbody>
</table>

The hospitality industry is one of continuously expanding employment opportunities throughout the world. Whether individuals use it as a part time or full time occupation, the skills and knowledge gained will always be an asset. The aim is to complete the SIT10213 Certificate I in Hospitality in Year 11 and remaining units for the SIT20213 Certificate II in Hospitality in Year 12 (including work placement). The Certificate II in Hospitality provides students with basic operational skills and knowledge and is related to gaining employment directly within industry. The SIT20213 Certificate II in Hospitality structure is based on the packaging rules outlined in the SIT12 Tourism, Travel, Hospitality and Training Package. To achieve a Certificate I in Hospitality, 6 units must be completed: 3 core units and 3 elective units. To achieve a Certificate II in Hospitality, 12 units must be completed: all 6 core units and 6 elective units.

Vocational Education and Training in Schools (VETiS) can be accessed by students for the Certificate II in Hospitality. This enables students to access courses (ie Bar or Restaurant) for free, under a partnership agreement with SmartSkill Pty. Ltd. VETiS funding is the preferred option for students as the fee for service option costs $345 for block training or $95 per unit studied. The block training (ie Bar skills set, Restaurant skills set and Responsible Service of Alcohol (RSA)) are essential to success in the Certificate II Hospitality qualification.

**Unit overview**

**Year 11**

- SIT10213 Certificate I in Hospitality:
  - BSBWOR203B Work effectively with others
  - SITXFSA101 Use hygienic practices for food safety
  - SITXWHS101 Participate in safe work practices
  - SITXCCS101 Provide information and assistance
  - SITHCC101 Use food preparation equipment
  - SITHCC102 Prepare simple dishes
  - SITHFAB203 Prepare and serve non-alcoholic beverages
  - SITHFAB206 Serve food and beverage

**Year 12**

- SIT20213 Certificate II in Hospitality
  - BSBWOR203B Work effectively with others
  - SITXFSA101 Use hygienic practices for food safety
  - SITXWHS101 Participate in safe work practices
  - SITXCCS202 Interact with customers
  - SITHIND201 Source & use information on the hospitality industry
  - SITHIND202 Use hospitality skills effectively
  - SITHCC102 Prepare simple dishes
  - SITHFAB203 Prepare and serve non-alcoholic beverages
  - SITHFAB206 Serve food and beverage
  - SITHFAB204 Prepare and serve espresso coffee
  - SITHFAB101 Clean and tidy bar areas
  - SITHFAB202 Operate a bar
  - SITHFAB201 Responsible service of alcohol
  - SITXFIN201 Process financial transactions
  - SITXCOM201 Show social and cultural sensitivity

**Assessment**

All assessment is competency-based. Evidence of skills and knowledge gathered over time and a variety of tasks are collected towards the units of competency required. Written Assessment (mainly Open book) i.e. tests, research tasks, oral presentations. Project based work i.e. School and community functions and selling ventures. These are a mandatory part of the course and students are expected to attend. Observation records are used as evidence of practical skills. Practical exams or team practical activities i.e cookery, mocktail task.

**Study expectations**

Planning and written work to accompany practical tasks and projects i.e. preparation for cookery sessions and Restaurants. Completion of school and/or community functions and work placement (12 shifts) out of school time where necessary.

**Additional costs**

- Cookery ingredients or other supplies for practical tasks. (Basic supplies provided)
- Short courses i.e. RSA, Bar and Restaurant courses run by Smart Skill (Private RTO) These courses are free of charge under the current VETiS funding arrangements. Coffee School Barista training approx $140 (including bus transport costs to Brisbane)
• 'Black and Whites' for school and community functions and courses run by Smartskill and the Coffee School; black solid shoes (preferably lace up) black socks/stockings, black trousers/skirt and a white collared sleeved shirt.
• Industry visits and/or excursions when relevant to course
Early Childhood Studies

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Some future career options

Studies in Early Childhood may help young people to gain employment in a variety of fields across a number of different departments and organisations including; childcare, community services, entertainment, education, sport and recreation and special needs.

Early Childhood Studies provides an introduction to understanding and developing the skills needed for the care and development of children aged 0-5 years. This course does not contain any vocational units of competency.

This course assists students to:
- Understand the social, emotional, physical and intellectual development of children.
- Communicate in a variety of modes.
- Develop practical skills in a care-giving role including teamwork and co-operation.
- Gain knowledge and understanding of early childhood settings, childcare programs, the role of parents, caregivers and early childhood professionals.

**Unit overview**

*YEAR 11*
1. Nurturing children’s development
2. Developing language/literacy
3. Developing learning through play

*YEAR 12*
1. Promoting creativity, self-expression through play
2. Developing healthy lifestyle habits in children

**Assessment**

*YEAR 11*
2x Written exams
2x Projects

*YEAR 12*
2x Written exams
2x Projects

**Study expectations**

1 hour of homework & independent study per week.

**Additional costs**

Nil.
## Engineering Skills

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<tr>
<td>Some future career options</td>
<td>Mechanical engineer, Sheet metal worker, Boiler maker, Trades assistant and all Allied Industries</td>
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The study area specification Engineering provides general knowledge and skills needed to produce quality products for employment in the Engineering Industry. Students are offered a range of tasks that include a range of engineering contexts:

- Introduction to the Engineering Industry
- Safety in the Engineering workplace
- Drawing interpretation and setting out
- Selection and application of hand and power tools
- Selection and application of static machinery
- Selection of welding and cutting processes
- Material selection and application
- Surface preparation and finishing

This course does not contain any vocational units of competency or work placement requirements.

SAFETY: Students must have shoes that are non-porous uppers and non-slip soles for workshop practice. Ballet shoe slipper style shoes or light canvas sandshoes are not acceptable. Clear safety glasses are compulsory in practical workshops. Hair must also be held back off the face and neck. No jewellery especially on hands and wrists. Students who fail to wear safety glasses or who exhibit dangerous or unsafe behaviour in a workshop will be removed from this course.

### Unit overview

#### YEAR 11
1. Workshop safety induction
2. Introduction to workshop machinery
3. Theory of hand and power tools
4. Practical projects

#### YEAR 12
1. Theory of static equipment
2. Practical projects

### Assessment

#### YEAR 11
1x Written exam
5x Practical projects with written components

#### YEAR 12
1x Written exam
5x Practical projects with written components

### Study expectations

1 hour of homework & independent study per week.

### Additional costs

Students may choose to bring their own safety glasses (Department supplies first pair only). It is compulsory for students who are welding to wear suitable long pants.
In Furnishing, students are engaged in practical workshop activities to expand their knowledge base and develop the necessary skills required to effectively manipulate materials and workshop machines to produce quality products.

- Introduction to the furnishing industry
- Safety in the furnishing workplace
- Drawing interpretation and setting out
- Selection and application of hand and power tools
- Selection and application of static machinery
- Material preparation, construction and assembly of a product
- Surface preparation and finishing
- Carcass and framing construction

This course does not contain any vocational units of competency or work placement requirements.

SAFETY: Students must have shoes that are non-porous uppers and non-slip soles for workshop practice. Ballet shoe slipper style shoes or light canvas sandals are not acceptable. Clear safety glasses are compulsory in practical workshops. Hair must also be held back off the face and neck. No jewellery especially on hands and wrists. Students who fail to wear safety glasses or who exhibit dangerous or unsafe behaviour in a workshop will be removed from this course.

Unit overview

**YEAR 11**
1. Community project
2. Bird/speaker box
3. Cape Cod chair

**YEAR 12**
1. Bedside cabinet
2. Clock
3. Community project

Assessment

**YEAR 11**
3x Design projects with folio
1x Written exam

**YEAR 12**
3x Design projects with folio
1x Written exam

Study expectations

1 hour of homework & independent study per week.

Additional costs

Students may choose to bring their own safety glasses (Department supplies first pair only)
The ability to communicate and design effectively is an essential requirement in every field of endeavour. Graphics provides the opportunity to develop solutions from design problems then express both simple and complex information through visual imagery and representations, encouraging clearer and more efficient communication. Three dimensional concept development is an advantage in all areas of work and life.

**Unit overview**

The built environment

Architectural drawings cover floor plans, elevations, site plans and exteriors, appearances of houses and buildings.

Graphic design

Graphics in the business sector covers such things as product design and packaging, logos, letterheads, and business cards, charts, and graphs.

Industrial graphics

Engineering Product design and development, all Engineering drawings required for fabrication of parts in industry such as: Parts drawings, workshop drawings, assembly drawings.

**Assessment**

**YEAR 11**

3x Design assignments

3x Written assignments

**YEAR 12**

3x Design assignments

1x Written exam

**Study expectations**

2.5-3 hours of homework & independent study per week.

**Additional costs**

Nil.
Home Economics

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Some future career options

Studies in Home Economics may help young people to have the opportunity for further tertiary studies in a variety of fields around Food Services in Dietetics and Nutrition studies, Child Development and Care, Consumer Services, Family and Human services, Fashion and Design.

Home Economics focuses on the wellbeing of individuals and the family in everyday activities. All people need to have food, textiles and shelter as well as social, emotional, physical, financial and intellectual needs met. Therefore, Home Economic students:

- Prepare for personal and professional life situations
- Learn practical skills to assist in decision making
- Learn to cope in future education

SAFETY: Students must have shoes that are non-porous uppers and non-slip soles for workshop practice. Ballet shoe slipper style shoes or light canvas sandshoes are not acceptable. Clear safety glasses are compulsory in practical workshops. Hair must also be held back off the face and neck. No jewellery especially on hands and wrists. Students who fail to wear safety glasses or who exhibit dangerous or unsafe behaviour in a workshop will be removed from this course.

Unit overview

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nutrition and food</td>
<td>1. Nutrition and food</td>
</tr>
<tr>
<td>2. Individuals, families and communities</td>
<td>2. Individuals, families and communities</td>
</tr>
<tr>
<td>3. Textiles and fashion</td>
<td>3. Textiles and fashion (optional)</td>
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Assessment

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>3x Research assessments</td>
<td>2x Research assessments</td>
</tr>
<tr>
<td>2x Performance and product</td>
<td>3x Performance and product</td>
</tr>
<tr>
<td>2x Supervised written assessments</td>
<td>1x Supervised written assessment</td>
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</table>

Study expectations

2.5 hours of homework & independent study per week.

Additional costs

Students will be required to provide ingredients on a regular basis for the food lessons and fabric/notions for textile projects.
Hospitality Practices

<table>
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The study area specification Hospitality provides general knowledge and skills needed for employment in the hospitality industry. This course does not contain any vocational units of competency or work placement requirements.

SAFETY: Students must have shoes that are non-porous uppers and non-slip soles for workshop practice. Ballet shoe slipper style shoes or light canvas sandshoes are not acceptable. Clear safety glasses are compulsory in practical workshops. Hair must also be held back off the face and neck. No jewellery especially on hands and wrists. Students who fail to wear safety glasses or who exhibit dangerous or unsafe behaviour in a workshop will be removed from this course.

Unit overview

YEAR 11
1. Introduction to Hospitality (Coffee Culture)
2. Hospitality in practice (Takeaways)

YEAR 12
1. International cuisine (Restaurants)
2. Celebrations

Assessment

YEAR 11
Multimodal presentation (hygiene)
Project (simulated event)
Project (actual event)
Written exam (extended response)

YEAR 12
Multimodal presentation (cultural awareness)
Project (actual event)
Written exam (extended response)

Study expectations

1 hour of homework & independent study per week.

Additional costs

Students will be required to provide ingredients on a regular basis for the food lessons.
It is advisable for students to have black pants/skirt and white blouse/ shirt for restaurant work in Semester 3.

Students may choose to participate in external Restaurant/ Bar courses at a cost set by the private provider ie Bar skills block training set $ 345 unless under VETiS funding (Enrolled in Cert II Hospitality with SmartSkill),

Students will have the opportunity to participate in Coffee training $140 (including bus transport to Brisbane)
Hospitality Studies

<table>
<thead>
<tr>
<th>Faculty</th>
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</table>

Minimum Pre-Requisites | C in English

Some future career options | Assists students to gain the credit to enter into University specialising in hotel, event tourism or business management. Hospitality Studies may lead to professional hospitality careers in food and beverage, catering, accommodation, entertainment, resorts, tourism attractions, festivals or events.

This course does not contain any vocational units of competency or work placement requirements. However, a Responsible Service of Alcohol (RSA) certificate is essential as alcohol will be served at function work.

A course of study in Hospitality Studies consists of exploring core hospitality management practices through a range of topics such as Kitchen Production, Beverage Production and Services and Food and Beverage Services. It allows students to investigate hospitality issues using an inquiry approach and to plan and implement hospitality events.

SAFETY: Students must have shoes that are non-porous uppers and non-slip soles for workshop practice. Ballet shoe slipper style shoes or light canvas sandshoes are not acceptable. Clear safety glasses are compulsory in practical workshops. Hair must also be held back off the face and neck. No jewellery especially on hands and wrists. Uniforms for function(s) must be of professional appearance related to the industry.

Unit overview

YEAR 11
1. Kitchen production – Hygiene issues and laws
2. Food and beverage service – Creating an event/management of an event

YEAR 12
1. Food and beverage services and kitchen production – Meeting clients needs / formal restaurants
2. Beverage production and services – Coffee shop or beverage focussed event

Assessment

YEAR 11
1x Supervised written exam (90 mins)
2x Event management tasks (out of school hours)
1x Food and beverage service research

YEAR 12
1x Supervised written exam (120 mins)
1-3x Formal restaurant/s (out of school hours)
1x Research – meeting clients needs
2x Event management/creating an event

Study expectations

1 hour of homework & independent study per week.

Additional costs

Responsible service of alcohol (RSA) Approximately $50; Ingredient costs for practical activities

Students may choose to participate in external Restaurant/Bar courses at a cost that is set by the private provider ie Bar skills set block training $345 (unless under VETiS funding - enrolled in Cert II Hospitality with SmartSkill)

Students to have black pants/skirt and white blouse/shirt as well as appropriate black shoes for function and restaurant work in all semesters.

Students will have the opportunity to participate in Coffee training $140 (including bus transport to Brisbane)
Health Education

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Some future career options
As life-long learners, an understanding of health and how it affects each individual is extremely useful. Careers in the Health sector such as a nurse, counsellor, community health officer, dietician and possibly people interested in naturopath careers would develop valuable skills and knowledge from this course.

Health Education provides the opportunity to look at the various factors in society which impact on our health as individuals and the community. From investigating these factors, we will be able to develop and promote effective practices to improve our own personal health as well as health related issues in society.

Unit overview

YEAR 11
1. Personal health: Alcohol
2. Peer health: Binge drinking
3. Peer health: Bullying
4. Family health: Organ donation or immunisation

YEAR 12
1. Community health: Road safety 1
2. Community health: Road safety 2
3. Community health: Sexuality
4. Specific population health: Schoolies
5. Specific population health: Student choice

Assessment

YEAR 11
Research report (800-1000 words)
Action research project (Multimodal – 3-5 minutes)
Research assignment (800-1000 words)
Unseen essay (500-700 words)

YEAR 12
Multimodal (5-8 minutes)
Unseen essay (600-800 words)
Action research project (1000-1500 words)
Research report (1000-1500 words)
Genre choice

Study expectations
2.5 hours of homework & independent study per week.

Additional costs
Nil.
**Physical Education**

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<td>Some future career options</td>
<td>Leading an active and healthy lifestyle is a desirable attribute for all individuals. As a career, you could be travelling to London with the Australian 2020 Olympic team as a physiotherapist, masseuse, team manager, coach, chiropractor, sports psychologist or competitor. Or you could be doing one of these jobs here in Gatton, along with possibly running a sporting complex, team trainer, fitness instructor or combine the features of all of the above…a PE Teacher.</td>
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Physical Education is a great opportunity to get out of the classroom, and participate in physical activities with the aim to improve these activities over two years. Students will study relevant theory from three areas to help improve their performance and develop their written analytical and evaluative thinking skills.

**Unit overview**

**YEAR 11**
1. Skill acquisition
2. Exercise physiology 1
3. Sociology of sport
4. Sport psychology

**YEAR 12**
1. Biomechanics
2. Exercise physiology 2
3. Sociology of sport
4. Physically educated person

**Assessment**

**YEAR 11**
- Multimodal (3-5 minutes)
- Analytical report (800-1000 words)
- Unseen essay (500-700 words)
- Research assignment (800-1000 words)

**YEAR 12**
- Multimodal (5-8 minutes)
- Analytical report (1000-1500 words)
- Unseen essay (600-800 words)
- Genre choice

**Study expectations**
2.5 hours of homework & independent study per week.

**Additional costs**
Nil.
Recreation

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<td>Leading an active and healthy lifestyle is a desirable attribute for all individuals. As a career, this could lead to a personal trainer or earn some money as a local team coach.</td>
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Recreational Studies provides an opportunity to get out of the classroom, and participate in physical activities to develop personal fitness, and increase knowledge on training methods and principles for a range of sports.

**Unit overview**

**YEAR 11**
1. Minor games and first aid
2. Anatomy: Personal training
3. Programs: Personal trainer
4. Waterpolo: Sports nutrition

**YEAR 12**
1. Event management: Event organisation
2. Event management: Coaching principles
3. Sociology: Drugs in sport
4. Indirect interceptive sport choice

**Assessment**

**YEAR 11**
Exam
Exam
Project (400-700 words)
Journal article (600-800 words)

**YEAR 12**
Project (500-900 words)
Journal article (600-1000 words)

**Study expectations**

30 minutes of homework & independent study per week.

**Additional costs**

Nil.
Dance is a human activity and an evolving form of expression. Dance involves structuring gesture and motion to capture and convey ideas, images and feelings, and uses the human body as an instrument for communication.

Students will learn about safe dance practices and keeping their body healthy and strong through the use of correct strength and stretching techniques. They will also learn the importance of working together as a team, and valuing others’ creative and professional opinions both of which can be transferred into any of their future chosen careers.

The study of dance is enriched by experiences in Choreography, Performance and Appreciation. In Choreography, students learn how patterns of movement are combined and structured in space to create meaning, to express social or personal ideas and to tell stories. The skills of communication both physical and written, improvisation, personal problem-solving, group decision-making, and planning and organising activities are fostered in this process.

In Performance, the unique technical and expressive demands of dance are developed. Students will develop their personal expressive power to convey meaning through dance to an audience. They are rewarded by a sense of achievement and satisfaction through the physical expression of a creative idea. Students can build self-confidence and physical capabilities through experiencing a wide variety of dance techniques.

Appreciation of dance involves understanding how and why a dance is made, the techniques used in its design and the stylistic elements that place it in a particular context. The students learn to value their own and other’s aesthetic responses to dance.

**Unit overview**

**YEAR 11**
1. Dance for life
2. Take charge
3. Let me entertain you
4. Tell a story

**YEAR 12**
1. Private tuition: Dance as a business
2. A chorus line
3. Dance can make a difference

**Assessment**

**YEAR 11**
3x Exploring tasks
2x Knowing tasks
3x Expressing tasks

**YEAR 12**
3x Exploring tasks
2x Knowing tasks
2x Expressing tasks

**Study expectations**

Students are expected to rehearse and Choreograph in own time. Students should expect to perform in front of class peers and audience.

**Additional costs**

Students may be asked to attend a live performance or a practical dance workshop. All efforts are made to reduce financial pressure on parents/caregivers.
Creative Arts: Media Studies

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Some future career options

The study of Media Studies prepares students for careers in the media arts as well as being beneficial for a wide range of other areas such as Video Journalism, Film and TV industry, further study in the media or film tv production areas.

Media Studies provides an avenue for students to engage in, deconstruct, create media texts. Students will begin to explore and understand the role and influence that the media has on their personal and public lives. MEDIA STUDIES provides students with vital critical literacy and practical media making skills that allow them to be active participants in our media rich society.

Like other Arts subjects, components of MEDIA STUDIES are group based experiences and require teamwork, communication and organisational skills. This helps to develop social interaction skills, problem solving, understanding and compassion, time management and self-discipline.

Students are exposed to many forms of Media texts, and through the three dimensions of Exploring, Expressing and Knowing, demonstrating their understanding and applied knowledge and skills in the three phases of production and analysis.

**Unit overview**

**YEAR 11**
1. The basics of film & television production
2. Representations of youth in media products
3. Documentary film / Australian film

**YEAR 12**
1. International cinema – Style and influence
2. Genre – the evolution of genre and the effect of new media
3. New media and technology

**Assessment**

**YEAR 11**
2x Knowing tasks – written or oral
2x Expressing tasks – production
2x Exploring tasks – design

**YEAR 12**
2x Knowing tasks – written or oral
2x Expressing tasks – production
2x Exploring tasks – design

**Study expectations**

Filming and Editing in own time.
Additional work in own time for assessment pieces as required.

**Additional costs**

Nil.
Creative Arts: Music Studies

<table>
<thead>
<tr>
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<td>Sue Insley</td>
<td>QCE Credits</td>
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<tr>
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<td></td>
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</tr>
</tbody>
</table>

Minimum Pre-Requisites **Nil – Performing is a mandatory aspect of the course**

Some future career options

Composer, Performer, Stage Manager, Recording Engineer, Arts Administrator, Radio Presenter, Music Critic, Instrument Maker/Repairer, Concert Organiser, Music Librarian, Conductor, Film Sound Recorder, Booking Agent. Studying Music also enhances an individual’s personal growth and love in Music.

Artist practitioners fulfil many roles in a community, such as maker, performer /presenter, technician and manager. Creative Arts provide opportunities for students to explore these roles. Students also learn about Workplace Health and Safety issues, effective work practices and arts administration. Preparation for the workplace is further enhanced through fostering a positive work ethic, individual and teamwork collaboration and project management.

Music Studies provides students with the opportunity to explore the many and varied genres of music through the areas of exploring, expressing and knowing. Some possible areas of study include:

- Sound Technology
- Music Performance
- Music Management
- Music Creation
- Manipulating the Media
- Event Management

**Unit overview**

**YEAR 11**
1. Music of the theatre
2. The ‘Big Bangs’ of music
3. Music of the media

**YEAR 12**
1. Children’s music
2. Music of love and loss
3. Australian music

**Assessment**

**YEAR 11**
1x Media assignment
1x Performance
1x Composition
1x Management task

**YEAR 12**
1x Technology assignment
1x Performance
1x Composition
1x Management task

**Study expectations**

Consistent practice & independent study per week (including assignment work)

**Additional costs**

Nil.
**Creative Arts: Visual Art Studies**

<table>
<thead>
<tr>
<th>Faculty</th>
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<th>Subject Cost</th>
<th>$55</th>
</tr>
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<td>Sue Insley</td>
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<td></td>
<td><a href="mailto:sinsl4@eq.edu.au">sinsl4@eq.edu.au</a></td>
<td>QCE Credits</td>
<td>1 per semester (max 4)</td>
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<tr>
<td>Minimum Pre-Requisites</td>
<td>Nil – It is strongly advised that students should have studied Art in Year 9 and 10</td>
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<tr>
<td>Some future career options</td>
<td>Studies in Art may help students gain employment in hairdressing, interior decoration, jewellery making, floristry, display assistant, sign writing, printing, photography, tattooing and digital design.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Artist practitioners fulfil many roles in a community, such as maker, performer / presenter, technician and manager. Creative Arts provide opportunities for students to explore these roles.

Students also learn about Workplace Health and Safety issues, effective work practices and arts administration. Preparation for the workplace is further enhanced through fostering a positive work ethic, individual and teamwork collaboration along with project management.

Creative Arts: Visual Art Studies allows students to specialise in creative, practical Arts and some craft related activities including:

- Elements of design folio
- Sculpture
- Painting
- Photography
- Digital Design
- Fine Arts practices
- Craft practices
- Set & Stage design
- Art exhibition organisation

Students are encouraged to cultivate their individual interests in this subject. Students will need to demonstrate ability in the areas of exploring, knowing and expressing. They do this through work completed in their Art books and practical pieces, written assignments and helping to manage art shows and exhibitions throughout the year. Students are expected to contribute to the set design and construction of school-based productions such as Musicals or Rock Eisteddfod.

**Assessment**

**YEAR 11**
- Design folio
- Design analysis
- Workplace health and safety
- Event management / Community art
- 2x Art folios

**YEAR 12**
- 2x Folios of fine art exploration
- Fine art analysis
- Art exhibition
- 2x Folios of photography

**Study expectations**

Independent study per week.

**Additional costs**

Nil.
Dance engages the mind, body and spirit and provides opportunities for the development of physical, expressive, “critical, imaginative, appreciative and perceptive abilities” (Bannon & Sanderson 2000). Students develop as creative, complex thinkers, effective communicators, reflective and independent learners and participants in an interdependent world as they study and participate in various dance contexts, genres and styles.

Students critically examine their experiences and understandings of dance and dance forms, exploring the interrelationship between practical and theoretical aspects of dance. Students learn to choreograph, perform and appreciate danceworks.

Through choreography and performance, students engage in problem solving and critical reflection in individual and group circumstances. Through choreography, students explore, manipulate, integrate and structure movement to reflect an intent which may be to create meaning, express personal or social ideas, tell stories and entertain.

Through performance, students gain understandings of technical competencies and expressive skills. Students examine how and why dance reflects the contexts in which it is created by reflecting on, responding to, and evaluating various dance genres and styles. Students then use these understandings to inform their dance making and appreciation of dance works.

**Unit overview**

**YEAR 11**
1. Dance in the world around you
2. Beginnings of modern dance
3. Life is a Cabaret

**YEAR 12**
1. Dance as a voice
2. What's next?
3. The time is now

**Assessment**

**YEAR 11**
2x Appreciation tasks
2x Choreography tasks
2x Performance tasks

**YEAR 12**
2x Appreciation tasks
2x Choreography tasks
2x Performance tasks

**Study expectations**

Students are expected to choreograph and rehearse skills and dance works in their own time. Students should expect to dance and perform in front of class and audience.

**Additional costs**

Students will be asked to attend live performances and workshops and this will incur a cost. All efforts are made to lessen financial burden on parents and caregivers.
Drama

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<th>Faculty</th>
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<th>Subject Cost</th>
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Minimum Pre-Requisites: C in English.

Some future career options:
Drama prepares students for careers in the theatre and performing arts as well as being beneficial for a wide range of other areas such as Journalism, Law, Communications, Education, Public Relations, Events Management, Hospitality and Tourism.

Students will be exposed to many texts from around the world. By exploring global themes and situations, they will gain a more sympathetic, culturally critical and general understanding of the Human Condition and Social Structure. Students will also understand the process of creating a drama from conception to performance. By its nature, Drama is a group art and hence learning experiences in the classroom develop teamwork, communication and organisational skills. The large amount of group work also helps to develop social interaction skills, problem solving, understanding and compassion, time management and self-discipline.

Unit overview

**YEAR 11**
1. Commedia Dell’ Arte style of improvisation theatre
2. Realism and ‘The Method’
3. Greek theatre in contemporary performance
4. The role of director

**YEAR 12**
1. Shakespeare and interpretations in performance
2. Brecht and his epic style of theatre
3. Group devising and presentation of “New Australian Drama”
4. Professional opportunities for theatre practitioners

Assessment

**YEAR 11**
2x Written analytical essays (responding)
1x Written monologue (forming)
1x Practical director’s workshop (forming)
3x Performances (presenting)

**YEAR 12**
1x Written analytical essay (responding)
1x Written play (forming)
2x Performances (presenting)
1x either Forming, Presenting or Responding task

Study expectations

2.5 hours of homework & independent study per week. In Drama, it is an expectation that students attend lunchtime and after school rehearsals.

Additional costs

Over the 2 year course, students will attend 4 professional live theatre performances. These performances are linked to assessment tasks, so it is mandatory that they attend. Costs vary, but will usually be between $28.00 and $38.00.
# Film, Television & New Media

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<td><strong>QCE Credits</strong></td>
<td>1 per semester (max 4)</td>
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| **Minimum Pre-Requisites** | C in English. |

**Some future career options**
The study of Film, Television and New Media prepares students for careers in the media arts as well as being beneficial for a wide range of other areas such as Video Journalism, Film and TV Industry employment, Law, Media, Advertising, creative arts, Communications, Education, Public Relations, Events Management, Hospitality and Tourism.

Film Television and new media provide an avenue for students to engage in, critique, deconstruct, create media and the contexts of media production and use. Students will begin to explore and understand the role and influence that the media has on their personal and public lives.

FTV & NM provides students with vital critical literacy skills that allow them to be active participants in our media rich society.

Students are exposed to many forms of Media texts, and through the three dimensions of Design/ Production and Critique, demonstrating their understanding and applied knowledge of the Key Concepts of Technologies, Representations, Audiences, Institutions and Languages and the specific skills in the three phases of production and analysis.

## Unit overview

**YEAR 11**
1. The basics of film & television theory & production
2. Representations of youth in media products
3. Documentary film
4. Australian film and reflections of Australian culture

**YEAR 12**
1. International cinema – style and influence
2. Genre – the evolution of genre
3. New media & technology – impact on media

## Assessment

**YEAR 11**
1x Extended written critique
1x Oral critique
2x Design
2x Production

**YEAR 12**
1x Extended written critique
1x Oral critique
2x Design
2x Production
Plus post verification student choice of either critique, design or production

## Study expectations
Filming and editing in own time. Additional work as required for assessment pieces. Students will need to bring their own USB with a minimum of 2GB free as well as a standard SD memory card (16GB) to each lesson.

## Additional costs
Nil.
# Music

<table>
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<tr>
<td>Contact Person</td>
<td>Helen Richards</td>
<td><a href="mailto:hrich2@eq.edu.au">hrich2@eq.edu.au</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subject Type</td>
<td>Authority</td>
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</tr>
<tr>
<td>Minimum Pre-Requisites</td>
<td>C in English and Music</td>
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<tr>
<td></td>
<td>Must be able to read and write music, and play an instrument (including voice).</td>
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<td>Some future career options</td>
<td>Composer, Performer, Recording Engineer, Teacher (Classroom, Instrumental or Private), Arts Administrator, Radio Presenter, Music Lawyer, Music Critic, Music Therapist, Concert, Organiser, Music Librarian, Conductor, Film Sound Recorder. Studying Music also enhances an individual’s personal growth and love in Music.</td>
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</table>

Music is an enjoyable subject which combines a range of learning experiences, both practical and theoretical. You will have the chance to learn about a wide range of music, perform in a variety of ways in small ensembles and develop your aural and composing skills.

You will develop skills in listening, analysing, researching and problem solving. Music study will provide you with skills to assist you to work independently and to work well with others as you practice and perform in ensembles. The study of Music promotes self-discipline and self-confidence through practice and performance. Music study will help develop your creative and imaginative self, which will help you to become a more balanced and fulfilled adult.

## Unit overview

**YEAR 11**
1. Music of the theatre
2. The ‘Big Bangs’ of music
3. Music of the media

**YEAR 12**
1. Children’s music
2. Music of love and loss
3. Australian music

## Assessment

**YEAR 11**
- 2x Analysing repertoire assignments/exam
- 2x Compositions
- 2x Performances

**YEAR 12**
- 2x Analysing repertoire assignments/exam
- 2x Compositions
- 2x Performances

## Study expectations

2.5 hours of homework & independent study per week. This time will be spent practicing and working on assessment tasks.

## Additional costs

Nil.
Music Extension (Year 12 only)

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<th>Subject Cost</th>
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<td>Subject Type</td>
<td>Authority</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:hrich2@eq.edu.au">hrich2@eq.edu.au</a></td>
<td>QCE Credits</td>
<td>1 per semester (max 2)</td>
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<td>Minimum Pre-Requisites</td>
<td>B in Senior Music. C in English.</td>
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<tr>
<td>Some future career options</td>
<td>Composer, Performer, Recording Engineer, Teacher (Classroom, Instrumental or Private), Arts Administrator, Radio Presenter, Music Lawyer, Music Critic, Music Therapist, Concert, Organiser, Music Librarian, Conductor, Film Sound Recorder. Studying Music also enhances an individual's personal growth and love in Music.</td>
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</table>

Music Extension is a one-year subject available to students who are studying Music as a senior subject. You may only study this subject in Year 12. Students wishing to select Music Extension will need to renegotiate their current subject selection to take up this subject in Year 12.

Music Extension extends students beyond the senior Music course and is designed for students interested in exploring in greater depth one of three main areas:
- composition
- musicology
- performance

Students will develop their skills of independent research, critical thinking, decision making, higher-order problem solving, analysis and evaluation. They will have the opportunity to engage confidently in music making and to communicate and express complex ideas about music.

**Composition:**
Students with an interest in this field will analyse existing compositional techniques of composers of particular styles of music that interest them, develop further skills in drafting and editing compositions and will create two compositions over the year, to be presented in score or recorded format.

**Musicology:**
Within this strand, students will have the opportunity to examine different aspects of music history and styles including music for specific purposes, music of different cultures, the philosophy of music, psychology of music or acoustics. Students will choose an area of interest and will develop skills of research, hypothesising and analysis. Two pieces of research work will be required over the year.

**Performance:**
This specialisation allows student to investigate performance and rehearsal practices and techniques, and different interpretation of a work. Students will also complete two performances in the year. These can be solo or ensemble performance in singing or instrumental work, conducting or accompanying.

**Unit overview and assessment**
1. Investigating task
2. Realising tasks (this is dependent on the chosen area of study (ie. composition / performance / musicology)

**Study expectations**
2.5 hours of homework & independent study per week. This time will be spent practicing and working on assessment tasks.

**Additional costs**
Nil.
Visual Art

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<td><a href="mailto:sinsi4@eq.edu.au">sinsi4@eq.edu.au</a></td>
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<td>QCE Credits</td>
<td>1 per semester (max 4)</td>
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</table>

Minimum Pre-Requisites: C in English.

Previous study in Art in Years 9 and 10 is desirable.

There are heavy academic demands with this subject. Students who wish to focus solely on practical art activities are better advised to select Creative Arts: Visual Arts Studies.

Students may select to study both Art and Creative Arts: Visual Arts Studies if they have a particular commitment and skill within Art Studies.

Some future career options:
- Advertising agent
- Architect
- Art teacher
- Cartoonist
- Fashion designer
- Curator
- Interior designer
- Occupational therapist
- Web page designer
- Animator
- Hairdressing
- Interior decoration
- Jewellery making
- Floristry
- Display assistant
- Sign writing
- Printing
- Photography
- Tattooing
- Digital design

Visual Art prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems, think divergently and use higher order learning skills to articulate an informed and individualised aesthetic (style/expression). At a time when creativity is sought by industry, visual art significantly contributes to the design and manufacture of images and objects needed for living. Artists, designers and craftspeople reflect identity and document culture through persuasive and inventive ideas.

Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives.

Using the inquiry processes of researching, developing, resolving and reflecting, students explore and express concepts and chosen focuses through a range of contexts and media areas. Each media area has its own knowledge, materials, techniques, technologies and processes. Students are encouraged to work across media areas including two and three dimensional media, time based media and/or digital media. Students also study a diverse range of artists, artworks, visual language and expression from a variety of social, cultural and historical contexts. Over a two-year course of study, students form their own personal aesthetic (style and expression) through individual responses when they make and appraise artworks.

Unit overview

YEAR 11
1. Transitions (10 weeks)
2. Layers (10 weeks)
3. Reaction response (15 weeks)

YEAR 12
1. Localites (15 weeks)
2. Existentialism (15 weeks)
3. Extension (5 weeks)

Assessment

YEAR 11
2x Experimental making folios
1x Formative body of work, inclusive of appraising and making tasks

YEAR 12
Body of work 1 and 2, inclusive of making and appraising tasks
Continued work extending either body of work 1 or 2

Study expectations

2.5 hours of homework & independent study per week.
Additional costs
Nil.

German

<table>
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<th>Faculty</th>
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<td>Minimum Pre-Requisites</td>
<td>Students must have studied German successfully in Years 9 and 10 to select senior German.</td>
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<tr>
<td>Some future career options</td>
<td>Trade (insurance, transport and banking); Investment (business activities such as commerce, industrial and real estate business); Tourism - German speaking visitors represent 8 - 10% of total arrivals in Australia; Employment opportunities in the fields of education, tourism, commerce, industry, trade, banking, the Armed Services, medical services, the Public Service, the diplomatic service, International Law, Sciences and the police force.</td>
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</table>

- Studying a foreign language assists the educational, intellectual, personal, social and cultural development of students. More specifically, the student will:
- gain practical language skills which can be used in communication
- gain insights into the nature, purposes and styles of language in general and German in particular
- develop greater sensitivity to and an understanding of the English language
- gain skills and attitudes towards learning which will enable further learning in foreign languages
- recognise the value of all languages and cultures and develop respect and tolerance for other people

Unit overview

YEAR 11
1. Family life/ Domestic routines
2. Sports, hobbies and leisure time
3. Personal identification, relationships, adolescent problems and pollution
3. School education systems
4. Student exchange / Poetry / Nazi Germany
5. Part time work / Further study
6. The media: film study

YEAR 12
1. Holiday planning / Geography
2. The media: book (novel) study
3. Environmental issues and recycling
4. Life beyond school: future plans
5. Festivals, fairy tales and legends

Assessment

YEAR 11
2x Listening tests
2x Reading tests
2x Speaking tests
2x Writing tests

YEAR 12
2x Listening tests
2x Reading tests
2x Speaking tests
2x Writing tests
1x Speaking, 1x Writing test (post verification)

Study expectations

2.5 hours of homework & independent study per week.

Additional costs
Nil.
Special Education Program

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<td>Special Education</td>
<td>$120.00 (SEP-based subjects) + additional subject based costs dependant on timetable</td>
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<tr>
<td>Esta Ryan</td>
<td>NA</td>
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<th>Work – with and/or without adult support</th>
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<td>TAFE</td>
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The Special Education Program at Lockyer District High School offers students with a range of learning needs an individualised course of study. At the SET Plan meetings held with parents/carers and students at the end of Year 10, decisions are made in consultation with the HOSES with regards to the most appropriate Individual Curriculum Plan for a student with a disability.

**Unit overview (Example only)**

**YEAR 11**
- SEP English
- SEP Mathematics
- SEP Recreation
- SEP Life Skills
- Visual Art Studies
- Furnishing
- Early Childhood Studies
- Agricultural Practices
- Information Communication Technology

**YEAR 12**
- SEP English
- SEP Mathematics
- SEP Recreation
- SEP Life Skills
- Visual Art Studies
- Furnishing
- Early Childhood Studies
- Agricultural Practices
- Information Communication Technology

**Assessment**

Curriculum offerings are modified, individualised and adjusted. Data on student progress is collated twice per term, and reported on at the end of each semester.

**Work experience expectations**

All SEP-based students are expected to participate in Work Experience one day per week in Years 11 and 12. These placements are arranged with the support of the SEP Work Experience Coordinator, Mrs Helena Stark.

**Additional costs**

Generally, one ‘social’ excursion occurs per term. The cost varies (generally $20-$50) and attendance is based on attendance, behaviour and at the HOSES’ discretion. Full payment of Lockyer Text fees is required.