Kelvin Grove State College 2026 Senior Course Guide

Years 10 – 12

Kelvin Grove State College

The Pursuit of Excellence With All Our Might

Table of Contents

Contacts

Senior School Leadership Team

College Executive Principal	Mr Joel Buchholz	principal@kelvingrovesc.eq.edu.au
Principal Senior School	Mr Matthew McCarthy	mmcca47@eq.edu.au
College Deputy Principal	Mr Jamie Smyth	jsmyt22@eq.edu.au
Deputy Principal Senior School	Ms Julia Collins	jcoll419@eq.edu.au
Deputy Principal Senior School	Ms Angie Kelso	akels12@eq.edu.au
Deputy Principal Year 10	Ms Angelique Salisbury	astra76@eq.edu.au
Deputy Principal Inclusion	Ms Melinda Johnson	mjjoh2@eq.edu.au
Head of Department Senior School	Mrs Jennifer DaSilva	jrdaso@eq.edu.au
Guidance Officer	Mr John McCullagh	jmccu11@eq.edu.au
Guidance Officer	Ms Bec Sauer	bhood17@eq.edu.au
Guidance Officer	Ms Alethea Ovens	aatah1@eq.edu.au
Guidance Officer	Mr Nathan MacPherson	nmacp2@eq.edu.au

Curriculum Heads of Department

Business and Humanities	Ms Wendy Dilley	wdill1@eq.edu.au
English	Ms Kirsty Watson	kwats221@eq.edu.au
eLearning	Ms Sue Isbell	sisbe2@eq.edu.au
Global Engagement & International Programs	Ms Dhuha Gatei	dgate9@eq.edu.au
Health and Physical Education/Sport	Mr Sean Thomas	sthom514@eq.edu.au
Mathematics	Ms Jessica Yates	jyate76@eq.edu.au
Performing Arts	Ms Colleen Toohey-Jones	ctooh3@eq.edu.au
Science	Mr Timothy Martin	tmart184@eq.edu.au
Sports Excellence	Mr David Kuchler	dkuch1@eq.edu.au
Technology and Design	Mr Gary Hodgson	ghodg7@eq.edu.au
Visual Art	Ms Allie Wright	awrig119@eq.edu.au

VET Information

VET & Pathways Coordinator	Ms Emma Zhao	yzhao19@eq.edu.au

Introduction

Dear Parents/Carers and Students
At Kelvin Grove State College, we focus on working collaboratively to improve student engagement and to optimise student potential. Students can choose what to study from a wide range of subjects and courses that count towards their Queensland Certificate of Education (QCE).

In Senior School, students need to be self-motivated and mature in the approach to their studies. They will be required to adopt effective study routines and commit to working in an increasingly independent way. They will be expected to work collaboratively with their teachers and their peers to achieve excellence in all of their pursuits.

Our Kelvin Grove State College values of respect, responsibility, creative and critical thinking, integrity and honesty, valuing diversity and courage and resilience are at the core of our strategies to optimise student learning and student outcomes. Students who feel they are valued in the school and feel a part of the school community will engage more in their learning.

Our curriculum aims are to:

- Offer a strong academic pathway for students who are tertiary bound;
- Facilitate a deep understanding of each student's individual future pathway;
- Offer diverse pathways for students to gain their Queensland Certificate of Education (QCE);
- Widen the range of subject choices in Year 10 to enhance student engagement.

The education requirements for compulsory schooling include:

1. Students are required to stay at school until the end of Year 10, or until they turn 16, whichever comes first.
2. When students complete their compulsory schooling, they will be required to participate in education and training for further two years or:
    - until they have gained a Queensland Certificate of Education; or
    - a Certificate III vocational qualification; or
    - until they turn 17.
3. Alternatively, after completing their compulsory schooling, young people are able to enter the workforce, as long as they are in paid work for at least 25 hours a week (subject to current government policy).

The Three-Year Senior process involves the following:

- Executive members of the school address Middle and Senior School assemblies about the aims of Three-Year Senior;
- Senior Education Training Plans (SET Plans) are completed by each Year 10 student
- Processes in support of Student Learning Pathways.

The Senior Curriculum offered at Kelvin Grove State College is flexible enough to allow students to undertake a course of study leading to multiple pathways. Attaining an Australian Tertiary Admission Rank (ATAR) is one pathway. Many students who choose to attain an ATAR also undertake subjects with national recognised VET competencies embedded, complete a traineeship/apprenticeship, or complete an enrichment course simultaneously in their senior years. We believe it is essential to give students the best opportunity to make informed and thoughtful subject choices. Year 10 is the start of their senior years. Our Three-Year Senior aims to assist students to engage in learning, to enjoy being a student at Kelvin Grove State College, to connect to the ever-changing world we live in and to build productive working relationships between students and teachers.

We wish each student all the very best in making the most of this Three-Year Senior journey and look forward to further developing productive partnerships between staff and our community of students and parents/carers.

Matthew McCarthy
Principal Senior School

Navigating the Senior Assessment and Tertiary Entrance (SATE) system

Key Terms	Helpful website
Senior Education Profile The Queensland Curriculum and Assessment Authority issues Senior Education Profiles to Queensland students upon completion of Year 12, and to non-school students once they become eligible for a Queensland Certificate of Education.	https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep
Queensland Curriculum and Assessment Authority • QCE System • myQCE (Student Portal) • Australian Curriculum • Parents & Families	https://www.qcaa.qld.edu.au/
QCE eligibility and requirements Students working towards a QCE can choose from a wide range of learning options to suit their interests and career goals. To be eligible for a QCE, students must: • have an open learning account • not have been previously issued with a QCE or equivalent • accrue at least one credit from the Core category of learning while enrolled at a Queensland school	https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/eligibility-requirements
myQCE Student Portal The Student Portal is your one-stop shop to see your enrolments and results, track your QCE eligibility and access your final subject results and official certificates once you finish school.	https://myqce.qcaa.qld.edu.au/
Vocational education and training (VET) VET provides pathways for all young people, including those seeking further education and training and those seeking employment-specific skills.	https://www.qcaa.qld.edu.au/senior/vet
Apprenticeships, training and TAFE Apprenticeships and traineeships combine training with paid employment. They can be full time, part time, or school-based.	https://myqce.qcaa.qld.edu.au/what-next/further-education-and-training/apprenticeships-training-and-tafe
Senior Subjects • General Syllabuses • Applied syllabuses • Short courses	www.qcaa.qld.edu.au/senior/senior-subjects
Duplication of Learning The QCAA considers Applied subjects and VET qualifications that have similar subject matter and learning goals to be duplication of learning. When a student is enrolled in both the identified Applied subject and VET qualification that has been listed as having similar learning, credit for the QCE is determined by the QCAA.	https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/2-qce/2.3-additional-vet-qce-credit-rules
Senior External Examination The Senior External Examination is a program of individual subject examinations offered to eligible Year 12 students and adult learners. Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.	www.qcaa.qld.edu.au/senior/see
Tertiary entrance: ATARs	https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar
Senior Secondary Assessment and Results	https://www.qcaa.qld.edu.au/senior/assessment
Senior External Examinations	www.qcaa.qld.edu.au/senior/see
Access arrangements and reasonable adjustments (AARA) The QCAA recognises that some students may have disability, impairment and/or medical conditions or experience other circumstances that may affect their ability to read, respond to and participate in assessment.	https://www.qcaa.qld.edu.au/senior/assessment/aara/eligibility-possible-aara https://kelvingrovesc.eq.edu.au/curriculum/senior-school

Senior subjects

The QCAA develops five types of senior subject syllabuses — Applied, General, General (Extension), General (Senior External Examination) and Short Course. Results in Applied and General subjects and contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR. Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum. For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at; www.qcaa.qld.edu.au/senior/senior-subjects

Applied and Applied (Essential) syllabuses

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

General syllabuses

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

General (Extension) syllabuses

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the related General course. Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

- students in the final year of senior schooling (Year 12) who are unable to access particular subjects at their school
- students less than 17 years of age who are not enrolled in a Queensland secondary school, have not completed Year 12 and do not hold a Queensland Certificate of Education (QCE) or Senior Statement
- adult students at least 17 years of age who are not enrolled at a Queensland secondary school.

Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.
For more information about the ACSF see; http://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework.

Vocational Education and Training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Courses are competency based on industry expectations and the skills which would be expected in a workplace. All students in the Vocational Pathway are strongly encouraged to incorporate a part-time TAFE course, a school Based traineeship and/or apprenticeship, a work placement or work experience with their studies in Year 10, 11 and 12. For further details contact the VET and Pathways Coordinator.

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

Queensland Certificate of Individual Achievement (QCIA)

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

What is an individual learning program?

An individual learning program:

1. is a school-developed program of study using curriculum organisers, learning goals and learning focuses
2. is developed for students who have disabilities that affect learning that are not primarily due to socioeconomic, cultural and/or linguistic factors
3. is recorded using evidence gathered by teachers.
4. does not contribute credit to the Queensland Certificate of Education (QCE)

To be eligible for the QCIA, a student must:

- be nominated by their school principal
- complete at least 12 years of education
- have at least one result for QCIA-contributing studies recorded in their learning account
- complete studies in an individual learning program
- not previously have been issued with a QCIA, QCE, Senior Certificate or equivalent interstate or overseas qualification.

What's on the certificate?

Statements of Achievement and Statements of Participation recorded on the QCIA are based on evidence collected about students' achievement and participation.

Schools report achievement under one or more of the curriculum organisers:

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

For more information, parents and carers can visit the QCAA website www.qcaa.qld.edu.au or email QCIA@qcaa.qld.edu.au.

(https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qcia/about)

Pastoral Care Program

My Personal Best
Year 10, Year 11 and Year 12 Pastoral Care Program

Year 10

Year Level Focus:

As students begin senior pathways, Year 10 prepares them for decision-making, academic ownership, and life beyond school.

Respectful Relationships Focus:

Students address consent, coercive control, and managing transitions respectfully and safely. Emotional regulation, ethical decision-making, and personal responsibility are key themes.

Careers Education Focus:

Preparation for senior studies includes SET Plan development, subject selection, academic coaching, and career mapping using TrackEd and My Futures.

Year Level Highlights:

Students lead real-world projects like Market Day, develop passion pathways, and participate in college-wide initiatives that bridge into senior schooling.

Year 11

Year Level Focus:

The focus in Year 11 is balancing the demands of senior study with personal wellbeing, and developing leadership, independence, and adult life skills.

Respectful Relationships Focus:

Topics include building empathy, recognising power in relationships, managing mental health, and navigating adult responsibilities like tenancy and safe driving.

Careers Education Focus:

Senior career planning focuses on pathways beyond school, with TrackEd reviews, First Aid qualifications, and structured reflection on academic performance.

Year Level Highlights:

Year 11 features include the RACQ safe driving course, leadership panels, and wellbeing sessions supporting academic and emotional readiness for Year 12.

Year 12

Year Level Focus:

Year 12 is a culmination of the pastoral journey, supporting students as they prepare to exit high school with confidence, clarity, and wellbeing.

Respectful Relationships Focus:

Key learning covers respectful relationships, consent laws, coercive control, digital safety, and healthy decision-making in social contexts.

Careers Education Focus:

Career development includes TrackEd profile reviews, university pathway programs (UQ and QUT), and wellbeing strategies to manage stress and transitions.

Year Level Highlights:

Students celebrate final-year milestones through formal preparations, senior assemblies, and personal reflections on their high school journey.

Mathematics

Foundation General Mathematics
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 General Mathematics.

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum. General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics. Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

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

Access to a **scientific calculator** is a requirement for the external examination.
Graphics calculators *and other technologies are* ***not permitted*** *in the Foundation General Mathematics examinations.*

Structure

Term 1	Term 2	Term 3	Term 4
Topic 1: Measurement Topic 2: Geometric Reasoning Topic 3: Algebra	Topic 4: Bivariate Data Topic 5: Trigonometry	Topic 6: Univariate Data Topic 7: Linear Relationships Topic 8: Space	Topic 9: Consumer Arithmetic Topic 10: Probability

Assessment

Semester 1	Semester 2
Examination (Topics 1-3) Problem-solving and modelling task (Topic 4) Examination (Topics 1-5)	Examination (Topics 6 - 8) Examination (Topics 6- 10)

* Adjustments to this course structure and assessment may be made upon an end of year review.

General Mathematics
General Year 11 and Year 12 subject

Year 11
Year 12
General

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum. General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.
Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

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

Access to a **scientific calculator** is a requirement for the external examination.
Graphics calculators *and other technologies are* ***not permitted*** *in the General Mathematics examinations.*

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations	Applications of linear equations and trigonometry, matrices and univariate data analysis	Bivariate data and time series analysis, sequences and Earth Geometry	Investing and networking

**For detailed information on topics taught within each unit, please view the QCAA General Mathematics 2025 Syllabus document.*

Assessment

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

Summative assessments

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

Foundation Mathematical Methods
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Mathematical Methods.

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

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

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

Pathways

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

Access to a handheld graphics calculator (no CAS functionality) is a requirement for Mathematics Methods examinations. Scientific calculators may also be used. The graphics calculator model used at KGSC is the Texas Instrument (TI) 84 Plus CE.

Structure

Term 1	Term 2	Term 3	Term 4
Topic 1: Measurement Topic 2: Geometric Reasoning Topic 3: Indices and Logarithms Topic 4: Functions and Relations	Topic 5: Trigonometry Topic 6: Algebra and Linear Relationships	Topic 7: Aglebra – Expanding and Factorising Topic 8: Quadratic Equations	Topic 9: Networks Topic 10: Probability Topic 11: Surds

Assessment

Semester 1	Semester 2
Examination (Topics 1-4) Problem-solving and modelling task (Topic 5) Examination (Topics 1-6)	Examination (Topics 7 - 8) Examination (Topics 7 -11)

* Adjustments to this course structure and assessment may be made upon an end of year review.

Mathematical Methods
General Year 11 and Year 12 subject

Year 11
Year 12
General

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

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

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

Pathways

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

Access to a handheld graphics calculator (no CAS functionality) is a requirement for Mathematics Methods examinations. Scientific calculators may also be used. The graphics calculator model used at KGSC is the Texas Instrument (TI) 84 Plus CE.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability	Calculus and further functions	Further calculus and introduction to statistics	Further calculus, trigonometry and statistics

**For detailed information on topics taught within each unit, please view the QCAA Mathematical Methods 2025 Syllabus document*

Assessment

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

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

Foundation Specialist Mathematics
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Specialist Mathematics.

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

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

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

Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Access to a handheld graphics calculator (no CAS functionality) is a requirement for Paper 2 of the external assessment. Scientific calculators may also be used. The graphics calculator model used at KGSC is the Texas Instrument (TI) 84 Plus CE.

Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

Term 1	Term 2	Term 3	Term 4
Topic 1: Surds Topic 2: Trigonometric Reasoning and Functions Topic 3: Introduction to Matrices	Topic 4: Vectors Topic 5: Combinatorics	Topic 6: Matrices and Their Applications Topic 7: Geometric Proofs	Topic 8: Complex Numbers Topic 9: Proof and Logic

Assessment

Semester 1	Semester 2
Examination (Topics 1-3) Examination (Topics 1-5)	Problem-solving and modelling task (Topic 6) Examination (Topics 6 - 7) Examination (Topics 6 - 9)

* Adjustments to this course structure and assessment may be made upon an end of year review.

Specialist Mathematics
General Year 11 and Year 12 subject

Year 11
Year 12
General

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

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

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

Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Access to a handheld graphics calculator (no CAS functionality) is a requirement for Paper 2 of the external assessment. Scientific calculators may also be used. The graphics calculator model used at KGSC is the Texas Instrument (TI) 84 Plus C.

Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices	Complex numbers, further proof, trigonometry, functions and transformations	Further complex numbers, proof, vectors and matrices	Further Calculus and statistical inference

**For detailed information on topics taught within each unit, please view the QCAA Specialist Mathematics 2025 Syllabus document*

Assessment

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

Summative assessments

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

Foundation Essential Mathematics
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Essential Mathematics.

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance. Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

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

Pathways

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

Structure

Term 1	Term 2	Term 3	Term 4
Topic 1: Calculations & Real Numbers Topic 2: Percentages Topic 3: Rates	Topic 4: Data and Statistics Topic 5: Probability and Relative Frequencies	Numeracy Short Course Part A	Numeracy Short Course Part B

Assessment

Semester 1	Semester 2
Examination (Topics 1 - 3) Examination (Topics 4 - 5)	Numeracy Short Course

* Adjustments to this course structure and assessment may be made upon an end of year review.

Essential Mathematics
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance. Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and money	Data and travel	Measurement, scales and chance	Graphs, data and loans

**For detailed information on topics taught within each unit, please view the QCAA Essential Mathematics 2025 Syllabus document*

Assessment

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

Summative assessments

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

Numeracy
Short Course

Short Course

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

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

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

Pathways

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

Structure and assessment

Schools develop two assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: an extended response — oral mathematical presentation (Internal assessment 1A) a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: an examination — short response (Internal assessment 2A) a student learning journal (Internal assessment 2B).

English

Foundation English
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 English and/or Literature and/or English as an Additional Language.

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

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

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

Pathways

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

Structure

Semester 1	Semester 2
Perspectives and texts Examining and creating perspectives in texts Responding to non-literary and literary texts Creating imaginative and analytical texts	**Texts and culture** Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating analytical texts and responses for public audiences

Assessment

Semester 1	Semester 2
Extended response — written: Imaginative	Extended response — spoken/multimodal: Imaginative
Extended response — written/multimodal: Analytical	Examination — written: Analytical

Compatibility

In Year 10, Foundation English may be studied concurrently with Foundation Essential English, Foundation Literature, or Literature EXCELeration.

Additional Note

Foundation English as an Additional Language
Instead of Foundation English, eligible students may elect to enrol in Foundation English as an Additional Language. This Year 10 course offers the Foundation English units of study, with support suited to the needs of learners for whom English is an additional language.

English
General Year 11 and Year 12 subject

Year 11
Year 12
General

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts	**Texts and culture** Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts	**Textual connections** Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts	**Close study of literary texts** Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Extended response — persuasive spoken response	25%	Summative internal assessment 3 (IA3): Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): Extended response — written response for a public audience	25%	Summative external assessment (EA): Examination — analytical written response	25%

Compatibility

In Years 11 and 12, English may be studied concurrently with Literature, and/or English & Literature Extension (Units 3 and 4 only).

Foundation Literature
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 English and/or Literature.

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

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms. Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

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

Structure

Semester 1	Semester 2
Language, text and culture Examining and shaping representations of culture in literary texts Responding to a variety of literary texts Creating analytical and imaginative texts	**Perspectives in texts** Responding to a variety of literary texts Examining and shaping perspectives in literary texts Creating analytical and imaginative texts

Assessment

Semester 1	Semester 2
Extended response — written: Creative adaptation	Extended response — written: Analytical essay
Extended response — written: Analytical essay	Extended response — spoken: Creative monologue

Compatibility

In Year 10, Foundation Literature may be studied concurrently with Foundation English.

Literature
General Year 11 and Year 12 subject

Year 11
Year 12
General

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies Ways literary texts are received and responded to How textual choices affect readers Creating imaginative texts	**Texts and culture** Ways literary texts connect with each other — genre, concepts and contexts — style and structure Creating analytical and imaginative texts	**Literature and identity** Relationship between language, culture and identity in literary texts Power of language to represent ideas, events and people Creating analytical and imaginative texts	**Independent explorations** Dynamic nature of literary interpretation Close examination of style, structure and subject matter Creating analytical and imaginative texts

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — analytical written response	25%	Summative internal assessment 3 (IA3): Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): Extended response — imaginative spoken/signed response	25%	Summative external assessment (EA): Examination — analytical written response	25%

Compatibility

In Years 11 and 12, Literature may be studied concurrently with English, and/or English & Literature Extension (Units 3 and 4 only).

Literature EXCELeration
General Year 11 and Year 12 subject, studied in years 10 and 11

Year 11
Year 12
General

The Literature EXCELeration program offers high performing students curriculum acceleration, and seeks to offer them the opportunity to pursue their academic and creative goals through enrichment, innovation and the pursuit of excellence in their preferred pathway.

Commencing their study of senior Literature in Year 10, students enrolled in the Literature EXCELeration program complete all 4 units of this subject by the end of Year 11. In Year 12, there is greater flexibility for students to shape their learning pathway in ways suited to their individual needs and interests.

The Literature EXCELeration program actively promotes the enjoyment of Literature, and provides opportunities to enhance learning through direct engagement with a variety of associated organisations and experiences.

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

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

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

Pathways

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

Structure

Please see the Literature page of this course guide for details.

Assessment

Please see the Literature page of this course guide for details.

Compatibility

In Year 10, Literature EXCELeration may be studied concurrently with Foundation English.
In Year 11, Literature EXCELeration may be studied concurrently with English.

Additional Note

Positions in Literature EXCELeration are limited. Due to the accelerated nature of the program, entry into Literature EXCELeration is restricted to students who are transitioning from Year 9 into Year 10. Successful entry will be based on a range of considerations, including the strength of the student's application, and academic history. Students who wish to join the program must submit their application prior to the Year 9 into 10 Subject Selection process.

Fees

This course attracts a fee. Refer to Fee Information (page 128).

English & Literature Extension
General Year 12 subject (Units 3 & 4 only)

Year 11
Year 12
General

English & Literature Extension is an extension of both the English (2025) and the Literature (2025) syllabuses and therefore offers more challenge than other English courses as it builds on the study students have already undertaken.

English & Literature Extension provides a theorised study of literature, to understand the potential of literature to expand the scope of human experiences. They ask critical questions about how texts reflect particular cultural assumptions, values and world views. Students deeply explore literary texts and the ways they might be interpreted and valued across cultures and times.

Students learn and apply theoretical reading approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise relevant critical literary and cultural theory to produce written and spoken/signed extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

Pathways

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

Structure

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

Unit 3	Unit 4
Ways of reading Readings and defence Complex transformation and defence	**Exploration and evaluation** Extended academic research paper Application of theory to an unseen text

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Extended response — reading and defence	20%	Summative internal assessment 3 (IA3): Extended response — academic research paper	35%
Summative internal assessment 2 (IA2): Extended response — complex transformation and defence	20%	Summative external assessment (EA): Examination — theorised exploration of unseen text	25%

Compatibility

Students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature.

English as an Additional Language
General Year 11 and Year 12 subject

Year 11
Year 12
General

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes.

Students have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies.

Students make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre. They explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students develop empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods.

Pathways

A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language, text and culture Examining and shaping representations of culture in texts Responding to a variety of media and literary texts Creating analytical and persuasive texts	**Perspectives in texts** Examining and shaping perspectives in texts Responding to literary texts, including a focus on Australian texts Creating imaginative and analytical texts	**Issues, ideas and attitudes** Exploring representations of issues, ideas and attitudes in texts Responding to literary and persuasive texts Creating analytical and persuasive texts	**Close study of literary texts** Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination – analytical written response	25%	Summative internal assessment 3 (IA3): Extended response – imaginative spoken/multimodal response	25%
Summative internal assessment 2 (IA2): Extended response – persuasive written response	25%	Summative external assessment (EA): Examination – analytical extended response	25%

Compatibility

In Years 11 and 12, English as an Additional Language may NOT be studied concurrently with English, Literature, or English & Literature Extension (Units 3 and 4 only).

Foundation Essential English
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Essential English.

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts. Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

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

Pathways

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

Structure

Term 1	Term 2	Term 3	Term 4
Unit 1: Students explore genre fiction and evaluate its appeal for contemporary audiences.	**Unit 2:** Students explore the concept of personal growth in a variety of contexts.	**Unit 3:** Students explore ideas and information related to tissues which impact young people.	**Unit 4:** Students explore ideas and information about the workplace.

Assessment

Semester 1	Semester 2*
Persuasive proposal - written	Social Issues Presentation - spoken
Personal reflection - written	Stimulus response exam – written

* Please note that Semester 2 of Foundation Essential English incorporates the QCAA short course in Literacy. It is anticipated that students will be awarded 1 QCE point for successful completion of Units 3 and 4 of Foundation Essential English.

Essential English
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts. Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works Responding to a variety of texts used in and developed for a work context Creating multimodal and written texts	**Texts and human experiences** Responding to reflective and nonfiction texts that explore human experiences Creating spoken and written texts	**Language that influences** Creating and shaping perspectives on community, local and global issues in texts Responding to texts that seek to influence audiences	**Representations and popular culture texts** Responding to popular culture texts Creating representations of Australian identifies, places, events and concepts

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Extended response — spoken/signed response	Summative internal assessment 3 (IA3): Extended response — Multimodal response
Summative internal assessment 2 (IA2): Common internal assessment (CIA)	Summative internal assessment (IA4): Extended response — Written response

Literacy
Short Course

Short Course

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

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

Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

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

Pathways

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

Structure and Assessment

Schools develop two assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
Social issues presentation - spoken	Stimulus response exam - written

Humanities

Foundation Accounting
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 Accounting.

Foundation Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. Digital technologies are integral to Foundation Accounting, enabling real-time access to vital financial information.

When students study this subject, they will learn fundamental accounting concepts in order to understand accrual accounting, managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports.

Foundation Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Foundation Accounting enrich the personal and working lives of students.

Pathways

A course of study in accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Structure

Term 1	Term 2	Term 3	Term 4
Introduction to Accounting account types, business structures, source documents transactions, general journal, ledger, trial balance and reports	**Balance Day Adjustments** calculating profit, balance day adjustments calculating ratios, analysing accounting reports	**Cash Budgets** control of cash bank reconciliation cash budgets	**Complete Accounting Process** general journal, balance day adjustments financial statements MYOB

Assessment

Semester 1		Semester 2	
Examination — combination response	25%	Project — cash management	25%
Examination — combination response	25%	Examination — short response	25%

Accounting
General Year 11 and Year 12 subject

Year 11
Year 12
General

Accounting is indispensable in managing finances across various sectors, ensuring accountability and effective control. This curriculum underscores real-world applications, focusing on transaction processing, financial reporting, and leveraging digital technology. Students explore essential concepts like accrual accounting, GST, and financial statement analysis, preparing them for intricate tasks.

Accounting education fosters critical skills such as numeracy, literacy, problem-solving, and ethical awareness, enriching both personal and professional development. Through practical scenarios, students cultivate adaptability and ethical reasoning, crucial for navigating dynamic business landscapes. Tailored for those intrigued by business, entrepreneurship, and financial management, this subject offers diverse contexts to apply knowledge ethically and responsibly. Graduates emerge equipped to confront challenges and contribute meaningfully in ever-evolving business environments.

Pathways

Studying accounting opens doors to careers in auditing, financial analysis, and management accounting across sectors like banking, finance, and economics. Graduates can excel in corporate, public accounting, government, and nonprofit roles, or explore entrepreneurship.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real-world accounting Introduction to accounting Accounting for today's businesses	**Financial reporting** End-of-period reporting for today's businesses Performance analysis of a sole trader business	**Managing resources** Cash management Managing resources for a sole trader business	**Accounting — the big picture** Fully classified financial statement reporting and analysis for a sole trader business Complete accounting process for a sole trader business Performance analysis of a public company

Assessment

Assessment for Units 1 and 2 are devised according to the unit studied as well as practising the techniques used in summative assessment.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Project — cash management	25%	Summative internal assessment 3 (IA3): Examination — combination response	25%
Summative internal assessment 2 (IA2): Examination — combination response	25%	Summative external assessment (EA): Examination — combination response	25%

For further information relating to Accounting see https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_accounting_25_syll.pdf

Foundation Business and Economics
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Business and/or Economics and/or Business Studies and/or Certificate in Business and/or Diploma in Business.

In Foundation Business students learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations are explored. Through this exploration, students investigate the influence on and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Foundation Business fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Foundation Business gives students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

In Foundation Economics, students will learn how individuals, businesses and governments, and societies make choices about allocating limited resources. Economics helps students develop analytical thinking, decision making, and a deep understanding of how the world works.

Foundation Economics students learn about key economic concepts such as scarcity, supply and demand, economic growth, and the role of government in managing the economy. Through data analysis, problem-solving, and critical thinking, students build practical skills to make informed financial decisions and understand the economic forces shaping their world.

Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

A course of study in Economics can establish a pathway for further education and employment in the fields of business, commerce, economics, finance, political science and public policy, international relations, environmental economics and data analysis.

Structure

Term 1	Term 2	Term 3	Term 4
Business Fundamentals business environments business lifecycles stages environmental factors	**Economic Decision Making and Government Intervention** how economic indicators influence economic decision making ways government intervenes in the economy to improve economic performance	**Business Lifecyle Stages** seed/start-up stage growth stage maturity stage post-maturity stage	**Consumer and Financial Decision Making in Australia** Factors that influence major consumer and financial decisions Importance of Australia's superannuation system

Assessment

Semester 1		Semester 2	
Investigation – feasibility report	25%	Examination – combination response	25%
Examination – combination response	25%	Investigation - report	25%

Business
General Year 11 and Year 12 subject

Year 11
Year 12
General

Studying business is relevant in today's fast-paced, innovation-driven world, preparing students for roles as employees, employers, leaders, and entrepreneurs. Students explore the business lifecycle, analyse data, and learn concepts relevant to leadership, management, and entrepreneurship. Through inquiry-based learning and case studies, they become critical thinkers and evaluators of business practices.

This comprehensive approach fosters ambition, success, and ethical responsibility. Students develop interpersonal and leadership skills, equipped to navigate the global workforce and emerging technologies. Business education prepares them to address contemporary challenges, giving them a competitive advantage as socially responsible members of the business community and informed citizens.

Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation Fundamentals of business Creation of business ideas	**Business growth** Establishment of a business Entering markets	**Business diversification** Competitive markets Strategic development	**Business evolution** Repositioning a business Transformation of a business

Assessment

Assessment for Units 1 and 2 are devised according to the unit studied as well as practising the techniques used in summative assessment.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — combination response	25%	Summative internal assessment 3 (IA3): Feasibility report	25%
Summative internal assessment 2 (IA2): Business report	25%	Summative external assessment (EA): Examination — combination response	25%

For further information relating to Business see https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_business_25_syll.pdf

Business Studies
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

Business Studies equips students with the skills they need to navigate the world of business effectively and tackle the challenges that arise from commercial activities in society. By studying business concepts and practicing communication skills within real-world contexts like retail, event management, and finance, students gain practical knowledge applicable to various career paths.

Through hands-on experiences within their schools and local communities, students develop essential workplace skills and learn how to make smart decisions in business settings. They also improve their ability to analyse information, solve problems, and adapt to changes in the business environment. Overall, Business Studies provides students with the tools they need to succeed in the business world while also preparing them to address the social and environmental issues that can arise from business activities.

Pathways

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

Structure

Business Studies is a four-unit course of study with units selected from:
https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_business_24_app_syll.pdf

Assessment

For each unit, students will complete two assessment tasks. Assessment techniques used are:

Technique	Response requirements
Extended response	One of the following: • Multimodal (at least two modes): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	**Action plan** One of the following: • Multimodal (at least two modes): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words

BSB30120 Certificate III in Business
Vocational Education and Training: Year 10, 11 & 12 Subject
Registered Training Organisation: College of Health & Fitness
RTO Code: 30798

Year 10
Year 11
Year 12
VET

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs. Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations. Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Objectives

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

- achieve a nationally accredited qualification while still at secondary school
- earn ATAR equivalency and up to 8 QCE points
- have a strong foundation to commence studies in the BSB50120 Diploma of Business.

Course duration

Up to 12 months with classes delivered at school alongside self-paced study.

Structure

Unit code	Unit Title
BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication
BSBTEC302	Design and produce spreadsheets
BSBWRT311	Write simple documents
BSBPEF301	Organise personal work priorities
BSBTEC301	Design and produce business documents
BSBTEC303	Create electronic presentations
BSBOPS305	Process customer complaints
BSBOPS304	Deliver and monitor a service to customers

Fees

- Fee for service arrangement by College of Health and Fitness. Fee for service cost: $700
- Please note the following:
  - 50% refund if the student withdraws within one month of enrolment
  - No refund if the student withdraws after one month of enrolment
- Additional fees:
  - 50% refund if the student withdraws within one month of enrolment
  - No refund if the student withdraws after one month of enrolment
- For more information, contact VET and Pathways Coordinator.

BSB50120 Diploma in Business
Vocational Education and Training: Year 11 & 12 Subject
Registered Training Organisation: Barrington College Australia
RTO Code: 45030 | CRICOS: 03552K International Students

BARRINGTON COLLEGE AUSTRALIA

Year 11
Year 12
VET

The BSB50120 Diploma of Business provides students with a sound overview of the business sector and prepares them for employment opportunities across a range of business disciplines. The Diploma can also be used as a pathway into university and may provide academic credit towards undergraduate study. Students undertake Diploma of Business studies at school alongside their regular senior school curriculum.

Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Objectives

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

- achieve a nationally accredited qualification while still at secondary school
- earn ATAR equivalency and up to 8 QCE points
- gain potential academic credit towards university undergraduate degrees.

Course duration

18 months with classes delivered at school alongside self-paced study.

Structure

Unit code	Unit Title
Core Units (5)	
BSBCRT511	Develop Critical Thinking in Others
BSBFIN501	Manage Budgets and Financial Plans
BSBOPS501	Manage Business Resources
BSBXCM501	Lead Communication in the Workplace
BSBSUS511	Develop Workplace Policies and Procedures for Sustainability
Elective Units (7)	
BSBHRM525	Manage Recruitment and Onboarding
BSBOPS504	Manage Business Risk
BSBPMG430	Undertake Project Work
BSBTWK503	Manage Meetings
BSBPEF502	Develop and Use Emotional Intelligence
BSBCMM411	Make Presentations
BSBMKG541	Identify and Evaluate Marketing Opportunities

Fees

Domestic Students: $2600 inclusive of a $250 non-refundable enrolment fee.
International Students: $2850 inclusive of a $300 non-refundable enrolment fee

For more information, contact VET and Pathways Coordinator.

Foundation Legal Studies
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Legal Studies.

Foundation Legal Studies focuses on the interaction between society and law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Foundation Legal Studies explores the role and development of law in response to current issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Foundation Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

Pathways

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

Structure

Term 1	Term 2	Term 3	Term 4
Government and Democracy Purpose of laws Democracy, rights and responsibilities Division of powers	**Criminal Justice System** nature of crime, criminal investigation trial process, criminal vs civil law court hierarchy jury and bail system	**Sentencing** sentencing and punishment young offenders	**Civil Obligations – Contract Law** warranties, conditions and terms agreement, offer and acceptance, intention, consideration the need for contract law

Assessment

Semester 1		Semester 2	
Examination – combination response	25%	Investigation — analytical essay	25%
Investigation - report	25%	Examination — combination response	25%

Legal Studies
General Year 11 and Year 12 subject

Year 11
Year 12
General

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

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

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt Legal foundations Criminal investigation process Criminal trial process Punishment and sentencing	**Balance of probabilities** Civil law foundations Contractual obligations Negligence and the duty of care	**Law, governance and change** Governance in Australia Law reform within a dynamic society	**Human rights in legal contexts** Human rights The effectiveness of international law Human rights in Australian contexts

Assessment

Assessment for Units 1 and 2 are devised according to the unit studied as well as practising the techniques used in summative assessment.

Summative assessments

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

For further information relating to Legal Studies see https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_legal_25_syll.pdf

Foundation History
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 Ancient History and/or Modern History.

Foundation History is a discipline based subject where students study people, societies and civilisations of the ancient world through to examining traces of humanity's recent past so that they may form their own views about the modern world.
The study of Ancient History provides opportunities for students to explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion.

The study of Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Secondly, it aims to have students think historically and form a historical consciousness in relation to these same forces.

Foundation History students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

A course of study in History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

Structure

Term 1	Term 2	Term 3	Term 4
Ancient History Ancient China: Power and conflict in the Qin Dynasty	**Modern History** World War II (1939-1945): Nazi Germany and Adolf Hitlers Rise to Power	**Ancient History** Ancient Rome Deep Dive: Pompeii and Herculaneum	**Modern History** Star Wars: Cold War Clashes and the Space Race

Assessment

Semester 1		Semester 2	
Examination — short response	25%	Investigation	25%
Investigation	25%	Examination — short responses	25%

Ancient History
General Year 11 and Year 12 subject

Year 11
Year 12
General

Ancient History delves into the societies and civilizations of the ancient world, from early human communities to the Middle Ages. It examines the interplay between societies and the impact of individuals and groups on ancient events, fostering an understanding of humanity's past and its relevance today. By highlighting the development of modern societal features like social organization, law, governance, and religion, Ancient History illustrates how the world has evolved and the enduring legacies shaping the present.

Through historical inquiry, students learn to analyse evidence, pose complex questions, and understand differing perspectives on the past. The curriculum, organized into units such as Investigating the Ancient World and People, Power, and Authority, integrates historical concepts and skills. Through this interdisciplinary approach, students cultivate analytical thinking, argumentation, and global citizenship, becoming adept creators and evaluators of knowledge in an increasingly interconnected world.

Pathways

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world Archaeology across ancient societies	**Personalities in their time** Mythology, gender and power in the Ancient and Medieval World (student choice)	**Reconstructing the ancient world** Life and politics in 5th Century Athens and Alexander The Great	**People, power and authority** Ancient Roman Republic to the assassination of Julius Caesar
For information regarding topics that can be studied in each unit see: https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_ancient_history_25_syll.pdf			

Assessment

Assessment for Units 1 and 2 are devised according to the unit studied as well as practising the techniques used in summative assessment.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — extended response	25%	Summative internal assessment 3 (IA3): Investigation	25%
Summative internal assessment 2 (IA2): Investigation	25%	Summative external assessment (EA): Examination — short responses	25%

Modern History
General Year 11 and Year 12 subject

Year 11
Year 12
General

Modern History immerses students in humanity's recent past, stimulating curiosity and expanding their understanding of civilization since 1750. By examining diverse perspectives and acknowledging the contestable nature of historical interpretations, students develop empathy and meaningful connections between past and present, fostering a vision for a better future. With a focus on historical knowledge and understanding of key forces shaping the modern world, alongside the cultivation of historical thinking skills, Modern History equips students to thrive in a dynamic, globalized society.

Through rigorous engagement with historical inquiry, students formulate questions, analyse evidence, and communicate their findings, building a toolkit of literacy, numeracy, and 21st-century skills essential for personal and professional success. Ultimately, Modern History empowers students to become empathetic, critically literate citizens prepared to embrace diversity and contribute to a sustainable, democratic future.

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world Australian Frontier Wars Age of Imperialism	**Movements in the modern world** African-American civil rights movement Women's movement since 1893	**National experiences in the modern world** China since 1931 Germany since 1914	**International experiences in the modern world** Nuclear Age since 1945 Cold War and its aftermath, 1945-2014
For information regarding topics that can be studied in each unit see: https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_modern_history_25_syll.pdf			

Assessment

Assessment for Units 1 and 2 are devised according to the unit studied as well as practising the techniques used in summative assessment.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — extended response	25%	Summative internal assessment 3 (IA3): Investigation	25%
Summative internal assessment 2 (IA2): Investigation	25%	Summative external assessment (EA): Examination — short responses	25%

Foundation Geography
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 Geography.

Foundation Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline and are built on by the concepts of environment, interconnection, sustainability, scale and change. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Students are exposed to a variety of contemporary challenges affecting people and places across the globe, at a range of scales. These challenges include responding to hazard zones, planning sustainable places, managing land cover transformations and population changes.

Foundation Geography enables students to appreciate and promote a more sustainable way of life. It aims to encourage students to become informed and adaptable so that they may develop the skills required to interpret global concerns and make genuine and creative contributions to society. Foundation Geography contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

Pathways

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

Structure

Term 1	Term 2	Term 3	Term 4
Environmental change and management the relationship between the environment and humans the rate of human population growth and its impacts	**Environmental change and management** the biophysical features of forest biomes the causes of environmental change managing the environment	**Human Wellbeing** indicators of development spatial differences in wellbeing within and between countries	**Human Wellbeing** collection and evaluation of a variety of types of data the role of governments and non-government organisations in addressing differences in wellbeing

Assessment

Semester 1		Semester 2	
Examination — combination response	25%	Investigation — data report	25%
Investigation — field report	25%	Examination — combination response	25%

Excursions

Excursions a
re a mandatory element of the geography curriculum as they are needed to complete the assessment. There is one excursion in Term 2 and there is a cost associated with this excursion.

Geography
General Year 11 and Year 12 subject

Year 11
Year 12
General

Geography emphasizes 'place' and 'space' in understanding our world, laying foundations for environmental, social, and economic comprehension. Through inquiry-based learning, students analyse global locations, honing data observation and presentation skills. Fieldwork offers authentic experiences, fostering collaborative learning and real-world application of geographical skills.

Spatial technologies enhance learning, providing dynamic representations of geographic phenomena and cultivating STEM skills. Students address contemporary challenges like hazard response and sustainable planning, deepening their understanding of sustainability. Geography fosters critical thinking, empowering students to interpret global concerns and contribute creatively to societal solutions, promoting sustainability and global citizenship.

Pathways

Geography studies pave the way for careers in urban and environmental design, planning, biology, conservation, emergency response, oceanography, surveying, global security, economics, law, engineering, architecture, IT, and science.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones Natural hazard zones Ecological hazard zones	**Planning sustainable places** Responding to challenges facing a place in Australia Managing the challenges facing a megacity	**Responding to land cover transformations** Land cover transformations and climate change Responding to local land cover transformations	**Managing population change** Population challenges in Australia Global population change

Assessment

Assessment for Units 1 and 2 are devised according to the unit studied as well as practising the techniques used in summative assessment.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — combination response	25%	Summative internal assessment 3 (IA3): Data report	25%
Summative internal assessment 2 (IA2): Field report	25%	Summative external assessment (EA): Examination — combination response	25%

For further information relating to Geography see https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_geography_25_syll.pdf

Excursions

Excursions are a mandatory element of the geography curriculum as they are needed to complete the assessment. There is one excursion in Unit 2 and one excursion in Unit 3. There is a cost associated with the excursions.

Foundation Philosophy and Reason
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 Philosophy and Reason.

Foundation Philosophy and Reason combines the discipline of philosophy with the associated skills of critical reasoning. The study of philosophy allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. In addition, critical reasoning and logic provide knowledge, skills and understanding so students can engage with, examine and analyse classical and contemporary ideas and issues.

In Foundation Philosophy and Reason, students learn to understand and use reasoning to develop coherent world-views and to reflect upon the nature of their own decisions as well as their responses to the views of others. Through the study of Foundation Philosophy & Reason, students collaboratively investigate philosophical ideas that have shaped and continue to influence contemporary society. Students analyse arguments from a variety of sources and contexts as they develop an understanding of what constitutes effective reasoning. They formalise arguments and choose appropriate techniques of reasoning to attempt to solve problems. The collaborative nature of philosophical inquiry is an essential component for students to understand and develop norms of effective thinking and to value and seek a range of ideas beyond their own.

Pathways

A course of study in Philosophy and Reason can establish a basis for further education and employment in the fields of business, communication, ethics, journalism, law, politics, professional writing, psychology, science research and teaching.

Structure

Term 1	Term 2	Term 3	Term 4
Introduction to Reason: Argumentation relationship between reasoning and language differentiating inductive and deductive reasoning defining and identifying selected fallacies	**Reason in Philosophy: Existentialism** analysis and evaluation of arguments for and against the claim that we are each required to make our own meaning in a meaningless universe	**Philosophy of Mind:** nature of mind and consciousness including, brain, free will, dualism, physicalism, determinism and artificial intelligence (AI)	**Moral Philosophy:** analysis of a range of theoretical approaches to ethics, and concepts such as rightness, duty, and virtue, to understand and discuss how we should live our lives

Assessment

Semester 1		Semester 2	
Examination — extended response	25%	Extended response — analytical essay	25%
Extended response — analytical essay	25%	Examination — extended response	25%

Philosophy and Reason
General Year 11 and Year 12 subject

Year 11
Year 12
General

Philosophy & Reason integrates philosophy with critical reasoning and logic, enabling students to recognize the relevance of philosophical ideas to political, ethical, religious, and scientific debates. Through the study of classical and contemporary concepts, students develop rational arguments and engage in informed discourse, fostering coherent worldviews and reflective decision-making.

Collaborative inquiry into philosophical ideas shapes students' understanding of humanity, reason's role in society, and ethical responsibilities towards others and the world. They analyse arguments, formalise reasoning, and cultivate effective problem-solving techniques. This collaborative approach nurtures effective thinking norms and promotes appreciation for diverse perspectives. The course emphasises transferable thinking skills like analysis and evaluation, preparing students for various post-school endeavours. Welcoming different ideas helps society move forward and working together and communicating well prepare students for today's world.

Pathways

A course of study in Philosophy & Reason can establish a basis for further education and employment in a broad range of fields, including business, defence, education, ethics, health sciences, journalism, law, politics, professional writing, psychology and research.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason The learning consists of the fundamental concept, skills, knowledge and understanding of the discipline of philosophy. There are no discrete units in this topic.	**Reason in philosophy** Philosophy of religion Philosophy of science Philosophy of mind.	**Moral philosophy and schools of thought** Moral philosophy Philosophical schools of thought	**Social and political philosophy** Rights Political philosophy

Assessment

Assessment for Units 1 and 2 are devised according to the unit studied as well as practising the techniques used in summative assessment.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — extended response	25%	Summative internal assessment 3 (IA3): Extended response — analytical essay	25%
Summative internal assessment 2 (IA2): Extended response — analytical essay	25%	Summative external assessment (EA): Examination — extended response	25%

For further information relating to Philosophy & Reason see https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_philosophy_reason_25_syll.pdf

Social and Community Studies
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

This subject is a Humanities based subject, however at Kelvin Grove State College, this subject will be managed by our Inclusive Education faculty during its introductory years

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society

Students engage with the foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, employment, technology, and Australia's place in the world. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Pathways

The focus on interpersonal skills, self understanding and critical thinking prepares students for the world beyond school. It creates local and global citizens and fosters a skillset to engage in lifelong learning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Lifestyle and Financial Choices Investigating making choices for their lifestyles, considering how to enact positive change for the present and the future. Exploring money management and examining types of financial and consumer risks.	**Legal and Digital Citizenship** Investigating aspects of Australia's legal system and its operation to develop their understanding of being active and informed citizens. Considering responsible use of digital technology and the impacts on wellbeing, relationships and communities.	**Australia and its Place in the World** Exploring features of contemporary Australian society, including how Australia's international involvement shapes society's composition and future outlook.	**Relationships and Work Environments** Investigating relationship skills and work environments. Exploring social contexts, issues and perspectives related to work.

Assessment

For each unit, students will complete two assessment tasks. Assessment techniques used in Social and Community Studies are:

Technique	Response requirements
Extended response/ Investigation	One of the following: • Multimodal (at least two modes): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	Educational Resource (one of): • Multimodal (at least two modes): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words Documented process (one of): • Multimodal (at least two modes): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words

Technologies

Foundation Design
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Design and Industrial Graphics skills.

The Foundation Design course applies design thinking to create products, services, and environments addressing human needs and opportunities. It incorporates Industrial Graphics skills, including sketching, technical drafting, and CAD, to produce 2D and 3D graphical representations for design solutions.

Students learn about foundation drawing, design in practice, commercial and industrial design, sketching and rendering, 3D printing prototypes, and using CAD software (Revit Architecture and Inventor) to present design solutions. This course is recommended for those planning to study Design and Industrial Graphics Skills in years 11 and 12.

Pathways

Foundation Design is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Design can establish a basis for further education and employment in the fields of built environment, architecture, digital media design, drafting, fashion design, graphic design, industrial design, interior design and landscape architecture.

Structure

Term 1	Term 2	Term 3	Term 4
Introduction to Sketching and 3D Modelling **Students will:** • Learn 2D and 3D sketching techniques including orthographic projection, isometric sketching and oblique sketching • Use Autodesk Inventor to produce 3D models and technical working drawings	Experiencing Industrial Design **Students will:** • Follow the design process to generate a solution to a provided problem in an industrial design context	Introduction to Architectural Drawing **Students will:** • Learn about Architectural technical drawings • Learn how to draw 1 and 2 point perspective drawings • Use Autodesk Revit to produce architectural models and technical drawings	Experiencing Architectural Design **Students will:** • Follow the design process to generate a solution to a provided problem in an architectural design context

Assessment

Semester 1	Semester 2
Multi Modal: Sketching and 3D Modelling Portfolio	Multi Modal: Sketching and Architectural Plans
Design Project	Design Project

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Design
General Year 11 and Year 12 subject

Year 11
Year 12
General

Design involves applying design thinking to create products, services, and environments that meet human needs and opportunities. It is a complex problem-solving process using divergent and convergent thinking strategies. Designers are free from production constraints, allowing them to explore innovative ideas. **Students must be able to sketch design ideas and present design solutions to stakeholders.**

Students learn how design shapes the economic, social, and cultural environment. They understand the role of humans in imagining future possibilities through design. Key skills such as collaboration, teamwork, and communication are essential for working in design teams and engaging with stakeholders. Students value creativity and build resilience by experiencing iterative design processes, embracing trial and error, and taking risks.

Through design, students explore needs and opportunities, develop ideas and concepts, use drawing and prototyping skills, and evaluate their designs. They learn to communicate design proposals effectively to various audiences.

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design *Designing for others.* **Students will:** Students engage with explore and develop phases of the design process. In the explore phase they will understand the influence of stakeholders and how the elements and principles of design have been used to create the design styles of past designers and applied in contemporary ways to suit stakeholders. In the develop phase students will learn to devise ideas by applying the divergent thinking, sketching and low-fidelity prototyping skills used by designers.	**Commercial design influences** *Responding to needs & wants* **Students will:** Students use a collaborative design approach to develop design proposals for clients in consideration of economic, social and cultural factors. Students experience how designers work collaboratively in teams and the advantages of multiple perspectives on design problems. Students will learn to communicate design proposals to a virtual or live audience in the form of a pitch.	**Human-centred design** *Designing with empathy* **Students will:** Students will use designing with empathy as an approach to define problems by understanding and experiencing the needs and wants of a stakeholder. Students interact with a stakeholder throughout the process. Ideas are evaluated throughout the process using feedback from their stakeholder to determine suitability.	**Sustainable design influences** *Responding to opportunities*. **Students will:** Students will develop sustainable ideas and design concepts in response to opportunities identified. This includes applying a circular design approach to improve the sustainability of their designs. Students will communicate the sustainable attributes of design concepts to stakeholders and the opportunities that they represent.

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Human Centred Design - **Examination — design challenge**	20%	Summative internal assessment 3 (IA3): Sustainable design influences - **Project**	25%
Summative internal assessment 2 (IA2): Human Centred Design - **Project**	30%	Summative external assessment (EA): Examination — extended response	25%

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Foundation Engineering Pathways
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Certificate II in Engineering Pathways.

Foundation Engineering Pathways develops the essential skills and knowledge in a student that is seeking a career in the engineering and manufacturing environments.

Pathways

A course of study in foundation engineering pathways prepares students for the senior school subject – Certificate II in Engineering Pathways. This is a vocational qualification.

Students develop competency in using a variety of industrial machines in conjunction with theory tasks.
Assessment is completed by manufacturing projects.

The subject is operated from the Trade Training Centre.

Students gain competency in metal machining, welding and fabrication, assembling components, and Workplace Health & Safety.

Objectives

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

- Demonstrate competence in using a variety of engineering machines
- Understand, demonstrate and value the importance of workplace health & safety
- Operate machinery, hand tools and power equipment
- Produce engineering projects to a prescribed drawing

Structure

Term 1	Term 2	Term 3	Term 4
Induction - engineering • Workplace health & safety • Safe operating procedures • Metal machining • Metal fabrication	**Project – practical** • Mig welding • Metal lathe • Hand tools • Power tools	**Project - practical** • Metal machining • Threading processes • Welding	**Project - practical** • Welding and fabrication • Metal machining

Assessment

Semester 1	Semester 2
Project – practical component • Introduction to machining and welding • Metal Shovel	Project – practical component • Metal Hacksaw • Tack hammer • Welding exercises
Theory related procedures and evaluations.	Theory related procedures and evaluations. Theory Test

Fees

This course attracts a fee. Refer to Fee Information (page 128).

MEM20422 Certificate II in Engineering Pathways
Vocational Education and Training: Year 11 and 12 subject
Registered Training Organisation: Blue Dog Training
RTO Code: 31193

Year 11
Year 12
VET

Certificate II in Engineering Pathways is a preparatory course that leads to a trade qualification. Students are enrolled with Blue Dog Training and complete 12 units of competency over two years. The Trade Training Centre is used to deliver this qualification.

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

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

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

Partnerships and Programs

Gateway to Industry Schools Program (Advanced Manufacturing)
Through engagement and participation in the KGSC Gateway to Industry Schools Program Advanced Manufacturing, teachers and students are strongly connected to this industry in Queensland and beyond.

Pathways

A course of study in Certificate II in Engineering Pathways can establish a basis for further education and employment in engineering manufacturing trades. Typical employment opportunities are found in engineering manufacturing, metal machining, welding, and fabrication, automotive and mechanical, mining, diesel fitting and construction.

Structure

Unit code	Unit Title
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices
MEM13015	Work safely and effectively in manufacturing and engineering
MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/handheld operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

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

Eligibility – Cost

VETiS funding is available to students if they have not previously accessed it. Otherwise, enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for service cost is **$1200**.

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Assessment

Upon the successful completion of the 12 units of competency, students receive the MEM20422 certificate II in Engineering Pathways. If students do not complete all 12 units at a competent level, a statement of attainment is issued.

Foundation Furnishing Skills
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Furnishing Skills and Industrial Skills.

Foundation Furnishing Skills develops and refines a student's knowledge in the woodworking and manufacturing industry.

Foundation Furnishing Skills involves studying the manufacturing and furnishing industry's practices and production processes. Students apply these practices in trade learning contexts, managing the manufacture of products from raw materials. They combine production skills and procedures to create finished products. Through applied learning, students demonstrate their knowledge and skills in units tailored to local needs, resources, and teacher expertise. Both individual and collaborative experiences teach students to meet customer expectations for product quality, price, and delivery time.

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Structure

Term 1	Term 2	Term 3	Term 4
Furnishing skills induction Workplace health and safety Machine inductions Practical work	**Project – practical** Framing and cabinetry Assembly and gluing Surface finishing	**Project - practical** Wood lathe Furniture construction Jointing techniques	**Project – practical** Project work Workbook – folio

Assessment

Semester 1	Semester 2
Project – practical activity: • Practice Joint Exercise • Camp stool • Coffee Table	Project – practical activity: • Coffee table • Pot Plant Stand
Multimodal - digital workbook demonstrating production processes.	Multimodal - digital workbook demonstrating production processes.

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Furnishing Skills
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

Furnishing Skills involves studying the manufacturing and furnishing industry's practices and production processes. Students apply these practices in trade learning contexts, managing the manufacture of products from raw materials. They combine production skills and procedures to create finished products. Through applied learning, students demonstrate their knowledge and skills in units tailored to local needs, resources, and teacher expertise. Both individual and collaborative experiences teach students to meet customer expectations for product quality, price, and delivery time.

Students learn to recognize and apply industry practices, interpret drawings and technical information, and demonstrate safe production processes using hand and power tools as well as machinery.

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Structure and Assessment

Project	Practical demonstration	Conditions
Unit A – Furniture Making	• Upholstered stool	• Project – 15hrs • Multi-modal - up to 3 minutes, up to 6 A4 pages, or equivalent digital media • Photos showing 3-5 procedure processes
Unit B – Cabinet Making	• Bedside cabinet	• Project – 15hrs • Multi-modal - up to 3 minutes, up to 6 A4 pages, or equivalent digital media • Photos showing 3-5 procedure processes
Unit C – Interior Furnishing	• IA1 - Photo frame	• Practical Demonstration • 3–5 production processes • up to 3 minutes, up to 6 A4 pages, or equivalent digital media
	• IA2 - 1st Aid cabinet	• Project – 15hrs • up to 5 minutes, or up to 8 A4 pages, or equivalent digital media • Photos showing 5–7 production processes
Unit D – Domestic Furniture Industry	• IA3 - Wine and cheese table	• Practical Demonstration • Practical Demonstration • 3–5 production processes • up to 3 minutes, up to 6 A4 pages, or equivalent digital media
	• IA4 - Beach chair	• Project – 15hrs • up to 5 minutes, or up to 8 A4 pages, or equivalent digital media • Photos showing 5–7 production processes

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Industrial Graphics Skills
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

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

Industrial Graphics Skills involves studying industry practices and drawing production processes through various industry-related learning contexts. Enterprises use these practices to manage drawing production and the associated manufacturing or construction of products from raw materials. The drawing production processes include the skills and procedures necessary to create industry-specific technical drawings and graphical representations.

Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as **architectural drafter, estimator, mechanical drafter, electrical drafter, product designer – furniture, structural drafter, civil drafter and survey drafter.**

Structure

Units of work	Students will:
Unit 1: Drafting for residential building Unit 2: Computer aided drafting – modelling Unit 3: Graphics for the engineering industry Unit 4: Graphics for the furniture industry	They use knowledge of industry practices and drawing production processes to produce sketches, 2D and 3D digital representations, working drawings and pictorial representations that enable the manufacture of products, residential buildings, 3D modelling components construction industry and furnishing industry.

Assessment

Project	Practical demonstration
A response to a single task, situation and/or scenario. Students respond to a provided client brief and technical information. They present a range of 2D and 3D technical drawings to the client.	Present drawings demonstrating skills through residential buildings, technical drawings, Australian standards and variations to exisiting buildings.
Product: the drawing skills and procedures used in 5–7 drawing production processes. Multimodal (at least two modes delivered at the same time): drawings on up to 4 A3 pages supported by written notes or spoken notes (up to 5 minutes), or equivalent digital media	Practical demonstration: the drawing skills and procedures used in 3–5 drawing production processes Multimodal (at least two modes delivered at the same time): drawings on up to 3 A3 pages supported by written notes or spoken notes (up to 3 minutes), or equivalent digital me

Hospitality
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Certificate II in Hospitality.

Foundation Hospitality develops and refines a student's knowledge of the Hospitality industry. This subject is delivered in the new hospitality facility and is ideal as a pathway course for the senior Vocational Education Training (VET) subject, SIT20316 Certificate II in Hospitality.

Pathways

A course of study in Hospitality can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could gain employment in hospitality settings such as restaurants, motels, catering operations, cafés and coffee shops. Students in year 11 & 12 would enrol in the vocational qualification – SIT20316, Certificate II in Hospitality.

Structure

Term 1	Term 2	Term 3	Term 4
Hospitality - Back to basics The focus of this unit is the theoretical and practical skill development in food safety, food presentation and breakfast menus. Students will develop skills including: Hospitality processes Basic Cookery Techniques Kitchen Hygiene & Safety Knife Skills Equipment & Measuring	**Market Day - Design, Bake, Sell** The focus of this unit is on the theoretical and practical skill in running a successful food enterprise along with the product development, costing, packaging. Students will develop skills including: Basic Cookery Techniques The Food Industry Workflow & Teamwork Food & Beverage Service	**Hospitality Trends (Food Trucks)** The focus of this unit is on learning about the recent Hospitality Trends and being able to plan, develop, prepare, package & sell foods that is in trend at the moment. Students will develop skills including: Kitchen hygiene & safety Recent Food Industry Trends Resource & time management	**Nutritious comfort food** The focus of this unit is the theoretical and practical skill development in food, cookery applications, comforting and healthy eating as well as applying various plating techniques. Students will develop skills including: Kitchen hygiene & safety Basic cookery techniques used to make healthy foods.

Assessment

Semester 1	Semester 2
Continuous weekly practical cookery Process and production skills **Practical cookery exam & written evaluation** Knowledge and Understanding	**Continuous weekly practical cookery** Process and production skills **Food Truck Venture – Food Truck Day & folio of work** Knowledge and understanding Design and Technology processes and production skills
Continuous weekly practical cookery Process and production skills **Marketing Venture - Market Day & folio of work** Knowledge and understanding Design and Technology processes and production skills	**Continuous weekly practical cookery** Process and production skills **Written examination - multiple choice / short answer.** Planning & Decision Making Knowledge & Understanding

Fees

This course attracts a fee. Refer to Fee Information (page 128).

SIT20322 Certificate II in Hospitality
Vocational Education and Training: Year 11 and 12 subject
Registered Training Organisation: Training Direct Australia
RTO Code: 32355

Year 11
Year 12
VET

The certificate II in Hospitality develops and refines a student's knowledge of the Hospitality industry. Students are enrolled with our registered training organisation (RTO) Training Direct. There are 12 units of competency, one unit includes **12 shifts in a hospitality workplace** to complete the qualification.

Pathways
This qualification provides you with the skills and knowledge to work in the exciting and ever-changing hospitality industry and will ensure you are competent and confident in your skill level for ease of entry into the workplace.
Upon successful completion of this course, you will be ready for work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Objectives
At the conclusion of this course of study, students will:
- Demonstrate hospitality skills effectively
- Develop knowledge and understanding in theory concepts relating to hospitality

Please note:
- Students will need to participate in **a weekly coffee service through the Kuta cafe**
- **12 shifts in a hospitality setting** to complete the qualification

Structure and Fees
12 units of competency must be completed. (2 additional units are offered as an option)
12 x 3 hour shifts in a hospitality setting, plus service in school related functions.

VETiS funding is available to students if they have not previously accessed it. Otherwise, enrolment in this qualification is being offered to students under a fee for service arrangement by Training Direct in 2026. Fee for service cost is **$1380**.

Assessment

Unit code	Unit Title
BSBTWK201	Work effectively with others
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively **(structured 12 x 3 hourly shifts in KGSC and Hospitality workplace)**
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices
SITXFSA005	Use hygienic practices for food safety
SITHFAB021	Provide responsible service of alcohol **(1 day course delivered by RTO at KGSC)**
SITHFAB025	Prepare and serve espresso coffee
SITHCCC025	Prepare and present sandwiches
SITHFAB024	Prepare and service non-alcoholic beverages
SITHCCC024	Prepare and present simple dishes

Foundation Digital Solutions
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Digital Solutions.

Foundation Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems across industries and in daily lives. Students engage with data, information and applications and use problem-based learning to design and create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Pathways

A course of study in Foundation Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics, and any industry and career utilising digital solutions or undergoing digital transformation.

Structure

Term 1	Term 2	Term 3	Term 4
Foundation Creating with code Understanding digital problems User experiences and interfaces Algorithms and programming techniques Programmed solutions	**Foundation Application and data solutions** Data-driven problems and solution requirements Data and programming techniques Prototype data solutions	**Foundation Digital impacts** Digital methods for exchanging data Complex digital data exchange problems and solution requirements Prototype digital data exchanges	**Foundation Digital innovation** Interactions between users, data and digital systems Real-world problems and solution requirements Innovative digital solutions

Technology Contexts – one selected for Foundation Units 1-3:

- Web applications
- Mobile applications
- Interactive media
- Intelligent systems

Assessment

Assessment instruments reflect those that will be used in the Year 11 and 12 Digital Solutions general subject.

Semester 1		Semester 2	
Digital Solution	50%	Digital Solution	33.3%
Technical Proposal	50%	Digital Solution Examination	33.3% 33.3%

*Adjustments to this course structure and assessment may be made after an end of year review is completed.

Partnerships include: Australian Computer Society (ACS) Qld; Gateway to Industry Schools Program ICT, Screen and Media, Advanced Manufacturing and Qld Minerals and Energy; BOP Industries including the Young Entrepreneurs Hub; Groei Education (including Knoei Colab); QUT Entrepreneurship and Esports

While not a requirement, it is recommended that student BYOx laptop specifications be upgraded to higher specifications, if possible, to enhance functionality. Students are also required to create and edit large video files as part of their assessment submissions. See the BYOx program information at https://kelvingrovesc.eq.edu.au/facilities/computers-and-technology/bring-your-own-device-byox-program

Digital Solutions
General Year 11 and Year 12 subject

Year 11
Year 12
Applied

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems across industries and in daily lives. Students engage with data, information and applications and use problem-based learning to design and create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Pathways

A course of study in Foundation Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics, and any industry and career utilising digital solutions or undergoing digital transformation.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code Understanding digital problems User experiences and interfaces Algorithms and programming techniques Programmed solutions	**Application and data solutions** Data-driven problems and solution requirements Data and programming techniques Prototype data solutions	**Digital innovation** Interactions between users, data and digital systems Real-world problems and solution requirements Innovative digital solutions	**Digital impacts** Digital methods for exchanging data Complex digital data exchange problems and solution requirements Prototype digital data exchanges

Technology Contexts – one selected for Foundation Units 1-3:

- Web applications
- Mobile applications
- Interactive media
- Intelligent systems

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Technical Proposal	25%	Summative internal assessment 3 (IA3): Digital Solution	25%
Summative internal assessment 2 (IA2): Digital Solution	25%	Summative external assessment (EA): Examination	25%

*Adjustments to this course structure and assessment may be made after an end of year review is completed.

Partnerships include: Australian Computer Society (ACS) Qld; Gateway to Industry Schools Program ICT, Screen and Media, Advanced Manufacturing and Qld Minerals and Energy; BOP Industries including the Young Entrepreneurs Hub; Groei Education (including Knoei Colab); QUT Entrepreneurship and Esports

While not a requirement, it is recommended that student BYOx laptop specifications be upgraded to higher specifications, if possible, to enhance functionality. Students are also required to create and edit large video files as part of their assessment submissions. See the BYOx program information at https://kelvingrovesc.eq.edu.au/facilities/computers-and-technology/bring-your-own-device-byox-program

Foundation Information and Communication Technology
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Information and Communication Technology.

Foundation Information and Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise.

Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Foundation Information and Communication Technology can establish a basis for further education and employment in many careers and industries that use a range of ICTs, including 3D and immersive technology.

Structure

The Foundation Information and Communication Technology course is a four-unit course of study (one unit per term) which reflects the Year 11 and 12 course.

Unit	Unit title
Unit 1	Audio and video production
Unit 2	Web development
Unit 3	Layout and publishing
Unit 4	Digital imaging and modelling

Assessment

Students generally complete two assessment tasks for each unit. Assessment tasks reflect those used in the Year 11 and 12 subject, have a community or industry focus, or support a number of projects across the College. The assessment techniques used are:

Technique	Description	Response requirements
Product proposal	Students produce a prototype for a product proposal in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the prototype
Project	Students produce a product prototype in response to a client brief and technical information.	

*Adjustments to this course structure and assessment may be made after the end of year review.

Partnerships include: Australian Computer Society (ACS) Qld; Gateway to Industry Schools Program ICT, Screen and Media, Advanced Manufacturing and Qld Minerals and Energy; BOP Industries including the Young Entrepreneurs Hub; Groei Education (including Knoei Colab); QUT Entrepreneurship and Esports

Specialised software is used in this subject, including for augmented and virtual reality (e.g. Unity) and Adobe desktop apps such as Premiere Pro, PhotoShop (https://helpx.adobe.com/download-install/apps/system-requirements/creative-cloud-requirements.html). It is recommended that students install this software on their BYOx laptops, therefore laptops will need higher specifications. For more information, see BYOx program information at https://kelvingrovesc.eq.edu.au/facilities/computers-and-technology/bring-your-own-device-byox-program.

Information and Communication Technology
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

Information and Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Information and Communication Technology can establish a basis for further education and employment in many careers and industries that use a range of ICTs, including 3D and immersive technologies.

Structure

The Information and Communication Technology course is a four-unit course of study (one unit per term).

Unit	Unit title
Unit 1	Audio and video production
Unit 2	Web development
Unit 3	Digital imaging and modelling
Unit 4	App development

Assessment

Students generally complete two assessment tasks for each unit. The assessment techniques used are:

Technique	Description	Response requirements
Product proposal	Students produce a prototype for a product proposal in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the prototype
Project	Students produce a product prototype in response to a client brief and technical information.	

*Adjustments to this course structure and assessment may be made after the end of year review.

Partnerships include: Australian Computer Society (ACS) Qld; Gateway to Industry Schools Program ICT, Screen and Media, Advanced Manufacturing and Qld Minerals and Energy; BOP Industries including the Young Entrepreneurs Hub; Groei Education (including Knoei Colab); QUT Entrepreneurship and Esports

Specialised software is used in this subject, including for augmented and virtual reality (e.g. Unity) and Adobe desktop apps such as Premiere Pro, PhotoShop (https://helpx.adobe.com/download-install/apps/system-requirements/creative-cloud-requirements.html). It is recommended that students install this software on their BYOx laptops, therefore laptops will need higher specifications. For more information, see BYOx program information at https://kelvingrovesc.eq.edu.au/facilities/computers-and-technology/bring-your-own-device-byox-program.

ICT30120 Certificate III in Information Technology
Vocational Education and Training: Year 10, 11 or 12 subject
Registered Training Organisation: iVet
RTO Code: 40548

Year 10
Year 11
Year 12
VET

Delivery Mode: Face to face and online (KGSC eLearning teacher as trainer and assessor)
QCE points: 6

Information about this Certificate III in Information Technology qualification and units of competency can be found at https://training.gov.au/Training/Details/ICT30120 .

This qualification reflects the role of individuals who are competent in a range of Information and Communications Technology (ICT) roles, including animation, basic cloud computing, basic cyber awareness, digital media skills, generalist IT support services, networking, programming, systems and web development. Individuals who work in these fields apply broad sets of skills, including foundational knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, policies, people and clients in a variety of work contexts.

Enrolment in this two-year qualification can occur up to the start of Term 2 in Year 10 or 11. **After this time, the HOD eLearning will need to seek approval from iVet to have students enrolled in this qualification before subject changes can be made.** It is a College requirement that Year 12 students complete their Certificate II qualification by the end of Term 3, so the student's timetable must allow for equivalent time to meet volume of learning requirements (see below) e.g., an additional "line" to complete this Certificate II VET qualification if enrolling after Term 2 Year 11 or in Year 12.

Structure

The volume of learning for a Certificate III is generally 6 semesters (or equivalent). IVet's standard (suggested) sequence of delivery is shown below. The weeks delivery per unit is based on a 70-week delivery period over 2 years.

Course duration:	**Required Weekly Time Commitment (Scheduled^)**			
2 Years	In-class	*5 hrs	Homework	*1.5 hr

**Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways e.g., during exam block sessions, Access and/or study lessons.*

The current course structure at time of printing is:

Unit code	Unit Title	Core/Elective
BSBXTW301	Work in a team	Core
ICTICT213	Use computer operating systems and hardware	Elective
BSBXCS302	Identify and report online security threats (*swapped elective)	Elective
ICTSAS311	Maintain computer hardware	Elective
ICTSAS308	Run standard diagnostic tests	Elective
BSBCRT301	Develop and extend critical and creative thinking skills	Core
ICTSAS214	Protect devices from spam and destructive software (*swapped elective)	Elective
BSBXCS301	Protect own personal online profile from cyber security threats	Elective
ICTSAS305	Provide ICT advice to clients	Core
BSBXCS303	Securely manage personally identifiable information and workplace information	Core
ICTPRG302	Apply introductory programming techniques	Core
ICTICT313	Identify IP, ethics and privacy policies in ICT environments	Core

Fees

The current cost (at time of printing) for completion of this Certificate III in Information Technologies through iVet in this online and face to face blended delivery mode (with KGSC eLearning teacher as the trainer and assessor) is **$605.00 ($345 in Year 1; $260 in Year 2)**.

Knoei Colab incorporating the
BSB 40320 Certificate IV in Entrepreneurship and New Business
(delivered as part of the Knoei Colab)*

Vocational Education and Training: Year 10, 11 or 12 subject

Registered Training Organisation: Australasian Leadership Academy
RTO Code: 41012

Year 10
Year 11
Year 12
VET

**Course implementation model and fee change – information updated as at 18 August 2025*
Delivery Mode: Face to face (subject to minimum number of enrolments) and online; in and out of timetabled class
QCE points: Up to 8

This qualification is delivered by Groei Education as part of the Knoei Colab, a co-curricular youth incubator, in partnership with Australasian Leadership Academy Pty Ltd.

Entry Requirements:
- minimum age 14 years (by approval)
- must pass Language, Learning, Numeracy and Digital Skills (LLND) Quiz
- must be maintaining a minimum of Cs in Maths and English
- have an interest or some experience in business or entrepreneurship

The Knoei Colab helps young people choose a path they love: start a business that has commercial potential … fast track into University… get straight to work - or all three!

Students dreaming of starting a business that does things (more than a bit) differently will love this uniquely constructed course. Instead of just focusing on 'traditional' business smarts, students will learn the skills needed to build something that's completely their own from a start-up. These are very different skills to working in an existing business!

It's designed for creative thinkers, innovators, and doers who want to go from problems and ideas to launching real start-up solution that has market potential. Students will use well developed skills and a broad knowledge base to solve a range of unpredictable problems, and analyse and evaluate information from a variety of sources.

Whether students are choosing the ATAR pathway, pursuing a trade or technical skill or are unsure of their direction, this program is ideal for students who want to explore their interests, passions, and real-world problems. It helps students transform their skills and interests into a commercially viable start-up idea, and gives assistance in growing an existing early side hustle.

Students work collaboratively on peer-based activities and may provide leadership and guidance to others as part of their project-based assessment. All students specialise their idea across a choice of industry sectors and aligned to their interests and passions. They are paired with industry mentors and experts throughout the program to help them develop their idea. The best part are the face to face lab days held once a term at which students hear from start-up founders and industry specialists as well as work with mentors.

Students will:
- apply their knowledge in idea generation, validation and start-up foundation and growth to recognise, analyse and respond to emerging market needs.
- use their initiative, knowledge and skills to work with autonomy and in a work team to challenge, test and reinvent ideas, synthesising and acting on information from a range of sources to generate concepts and options in response to unpredictable problems.
- apply a questioning mindset and critical and creative thinking skills to problem solving in a range of situations - they will express ideas and perspectives and apply the ability to calculate and manage risks (apply judgement) and tolerate ambiguity in uncertain and changing environments, required to realise visions of new ideas, products and business processes in the face of uncertainty and changing contexts.
- have the confidence, skills and knowledge to take responsibility for their own outputs and to lead by example to foster collaboration in work practices to supports and encourage innovation in the workplace.

Students who have completed a Cert II or III in technical qualifications or a Cert III in Business may be eligible for credit. Students that have completed previous Knoei Micro credentials in Grade 10 may be eligible for Recognition of Prior Learning (RPL).

See also information at https://training.gov.au/Training/Details/BSB40320 and https://www.groei.com.au/what-we-do/knoei-colab/

Pathways

By the conclusion of the course of study, students who successfully complete all requirements of the program will:

- achieve a nationally accredited qualification while still at secondary school
- earn ATAR selection rank of up to 74 with recognised credit pathways with a number of Universities.
- have the potential to gain up and up to 8 QCE points
- build a start-up and potentially gain investment or customers

The Knoei Colab and Certificate IV can also be used as a pathway into university and may provide academic credit towards undergraduate study. Other pathways include industry internships, as well as identifying and developing potential investments and customers for a student's own start-up business.

Structure

Course duration is 18 months (6 terms) with classes delivered online, at school (by KGSC trainer) and/or outside of the timetabled class, alongside self-paced study. Students also attend one face to face learning lab a term to work with industry and mentors.

Intake dates: Year 10-12# Term 1, Term 2, Term 3 or Term 4 (Year 10 or 11 only). Year 12 students wishing to enrol in their final year will need approval from Groei Education through the HOD eLearning, and will need additional lessons in their timetable to complete this qualification to meet "volume of learning" requirements. Note also it is a KGSC Senior School requirement for Year 12 students to finalise VET qualifications by the end of Term 3, although an extension to Term 4 may be able to be negotiated through the HOD eLearning.

The current course structure at time of printing is:

Unit code	Unit Title	Core/Elective
BSBESB401	Research and develop business plans	Core
BSBESB402	Establish legal and risk management requirements of new business ventures	Core
BSBESB403	Plan finances for new business ventures	Core
BSBESB404	Market new business ventures	Core
BSBPEF502	Develop and Use Emotional Intelligence	Elective
BSBESB301	Investigate business opportunities	Elective
BSBCMM411	Make a Presentation	Elective
BSBCRT413	Collaborate in creative processes	Elective
BSBCRT512	Originate and develop concepts	Elective
BSBESB302	Develop and present business proposals	Elective

Fees

The revised cost for completion of this qualification is **$1595*** inclusive of a **$395 non-refundable enrolment fee**. The remainder can be paid via a payment plan for the following 6 months or the remainder up front on commencement.

**The reduced cost is a new implementation model with a KGSC teacher as the trainer, working with a Groei Education assessor. The original cost was $2600 with a Groei Education/RTO trainer and assessor.*

Other information

All course information provided above by Groei Education is current at the time of printing and is subject to change.

For more information, contact the Head of Department, eLearning, or the VET and Pathways Coordinator.

Health & Physical Education

Foundation Physical Education
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Physical Education and/or Sports and Recreation.

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.
Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.
Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Tactical Awareness Badminton	Exercise Physiology Touch Rugby League	Anatomy and Biomechanics Golf	Ethics and Integrity Volleyball

Assessment

Assessment for Foundation Physical Education will involve both theory/multimodal tasks, as well as physical performance assessments.

Unit 1	Unit 2	Unit 3	Unit 4
Internal assessment (FIA1): Investigation — report (25%)	Internal assessment (FIA2): Examination — combination response (25%)	Internal assessment 3 (FIA3): Project — folio (25%)	internal assessment 4 (FIA4): Project — folio (20%)

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Physical Education
General Year 11 and Year 12 subject

Year 11
Year 12
General

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

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

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

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

Pathways

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

Structure

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

Assessment

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

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

Summative assessments

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

Foundation Sport and Recreation
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Sport and Recreation.

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

Pathways

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

Objectives

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

1. **Investigate activities and strategies to enhance outcomes.**

Students explore through active participation in sport and recreation to identify and interpret information about activities and strategies.

2. **Plan activities and strategies to enhance outcomes.**

Students make decisions to design a framework to guide them as they carry out activities and strategies to solve a problem, provide a solution, develop a course of action or prepare instructions to enhance outcomes in authentic tasks.

3. **Perform activities and strategies to enhance outcomes.**

Students participate in authentic activities and implement strategies. Their activities and strategies are informed by investigation and planning.

4. **Evaluate activities and strategies to enhance outcomes.**

Students make judgments based on criteria to assess outcomes, implications and/ or limitations of authentic activities and strategies and reflect on how outcomes could be enhanced or maintained.

Unit 1	Unit 2	Unit 3	Unit 4
Recreation and Community	Water Safety & Survival Skills, First aid & CPR	Officiating	Weights and Fitness

Assessment

Throughout the course of the subject, students will undertake the following range of assessment genres.

Unit 1	Unit 2	Unit 3	Unit 4
Investigation	Performance	Performance	Project
A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
Multimodal 8 minutes	Multimodal 8 minutes	Multimodal 8 minutes	Multimodal 8 minutes

Fees:

Please note that Foundation Sport and Recreation has a subject fee of $230 to cover Rock-Climbing, Golf and Bronze medallions.

Sport and Recreation
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

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

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Community recreation **Module 1: Project, investigating community recreation** This module will investigate recreational opportunities in the Kelvin Grove community. **Module 2: SCUBA** This module the theory and skills need to successfully participate in a SCUBA dive.	**Coaching and officiating** **Module 3: Officiating** This module studies the skills involved in coaching and officiating. **Module 4: Challenge in the outdoors – Rock Climbing** This module studies the theory and practical skills of rock climbing and bouldering.	**Challenge in the outdoors** **Module 5: Camp Craft** Students will be introduced to a variety of skills and equipment that will enable them to be able to plan and participate in a 3 day hike/ camp. **Module 6: Rock climbing** This module studies the theory and practical skills of rock climbing and bouldering.	**Optimising performance** **Module 7: Weights and Fitness** This module studies Fitness Components, training methods and training. **Module 8: Athlete wellbeing** This module studies initiative games, group dynamics, teamwork and problem solving. These skills are vital to any situation that teamwork and problem solving is needed, be it in the city or bush.

Assessment

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

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Project—multimodal	25%	Summative internal assessment 1 (IA1): Project—multimodal	25%
Summative internal assessment 2 (IA2): Performance — multimodal	25%	Summative internal assessment 2 (IA2): Performance — multimodal	25%

Fees:
Please note the Sport and Recreation Subject for year 11 and 12 has a fee of $270 for year 11 to cover the Scuba course (with an option of an addition $395 to receive scuba accreditation) and rock climbing, and $370 for year 12 to cover camping units including the camp that is a compulsory component of the assessment.

Sports Performance Analysis
Specialised Year 10 subject

Year 10
Specialised

Contemporary professional sporting organizations use a wide range of complex data gathering and analysis tools to improve athlete's performance and this course will provide students with pathway into this industry. Current practice in the field of sports performance utilizes; fitness testing and protocols that are applicable to an athlete's sport, video coding and tagging, gathering and analysis of statistics and technique analysis. Students will be provided the opportunity to experience and use these performance enhancing tools with a real world application. Students will have developed a skill set that could potentially kick-start a career in the analysis of sports performance.

Sports Performance Analysis provides students with opportunities to learn in, through and about sport, in particular elite and professional sporting contexts, examining their role facilitation of elite sporting performance. Students examine the various ways in which performance is quantified, and explore the links between these quantifiable measures and quality performance. They consider the influence these measures have on the development of coaching strategies, and more broadly, the professional considerations of coaches.

Students utilise a range of tools and technologies to analyse the performance of athletes, provide feedback on their performance and propose strategies to enhance performance. Students are involved in acquiring, applying and evaluating information about and in elite sports performances, investigating solutions to individual and team challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport performance and training. They examine the effects of analysis technologies on individuals, teams and leagues, investigate the role of sport performance analysis in the development and evolution of elite sport.

Pathways

A course of study in Sports Performance Analysis can establish a basis for further education and employment in the fields of elite sports development and performance.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Statistics in Sport	VALD Performance	Testing Physical Capacities: GPS Monitors	Project Based Learning: RBWH, VALD, Brisbane Lions

Assessment

For Sports Performance Analysis, assessment from Units 1 - 4 is used to determine the student's exit result, and consists of four instruments, including:

- one project
- one investigation,
- two professional facilitations

Project	Investigation	Extended response
A solution to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the Understanding of an examination aimed to test the strength of an athlete using specific equipment or protocols.
At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes performance: 2–4 minutes.*	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	Presented in one of the following modes: Performance: 3-4 minutes.

Foundation Health
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Health.

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Pathways

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

Objectives

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

- recognise and describe information about health-related topics and issues
- comprehend and use health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Nutrition Students analyse food diaries and create action strategy	**Peers and family as resources for healthy living** Body image	**Homelessness**	**Sun Safety**

Assessment

Assessment for Foundation Health will involve assessment tasks of similar structure to Health but will cover different elective topics.
Students will receive an overall subject result (A–E).

Summative assessments

Unit 1	Unit 2	Unit 3	Unit 4
Summative internal assessment 1 (IA1): Investigation — analytical exposition (25%)	Summative internal assessment 3 (IA2): Examination —extended response (25%)	Summative internal assessment 2 (IA3): Investigation — action research task (25%)	Summative internal assessment 4 (IA4): Investigation — action research task (25%)

Health
General Year 11 and Year 12 subject

Year 11
Year 12
General

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Pathways

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

Objectives

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

- recognise and describe information about health-related topics and issues
- comprehend and use health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource Developing health resilience as an individual	**Peers and family as resources for healthy living** Alcohol and other Drugs	**Community as a resource for healthy living** Transport safety	**Respectful relationships in the post-schooling transition**

Assessment

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

Formative assessments (Year 11)

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Investigation —analytical exposition	30%	Formative internal assessment 3 (FIA3): • Examination — extended response	35%
Formative internal assessment 2 (FIA2): • Examination — extended response	35%	Start Unit 3	

Summative assessments (Year 12)

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — action research	25%	Summative internal assessment 3 (IA3): • Investigation —analytical exposition	25%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination	25%

SIS30321 Certificate III in Fitness
Vocational Education and Training: Year 11 and 12 subject
Registered Training Organisation: Binnacle Training
RTO Code: 31319

Year 11
Year 12
VET

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor). Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience. Students also engage in and receive a First Aid Competency. Students facilitate programs within their school community including:

Community fitness programs, Strength and conditioning for athletes and teams and 1-on-1 and group fitness sessions with male adults, female adults and older adult clients

Pathways

This entry level qualification provides students with knowledge and practical skills needed to meet a variety of career options. Students will gain a range of essential skills required to work in the fitness facilities, gyms, and leisure and community centres. Upon successful completion of this course students will be capable of attaining further academics through university or a Cert IV in Fitness/Diploma of Sport to engage as a personal trainer, high performance coach or sport development manager.

Objectives

What will students achieve?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (nonaccredited), issued by Australian Sports Commission
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

Student will also acquire skills in:

- Client screening and health assessment
- Planning and instructing fitness programs
- Deliver 1-on-1 and group fitness programs
- Exercise science and nutrition
- Anatomy and physiology

Structure

15 units (standalone) + 4 units (dual qualification) of competency must be completed, which includes a practical component. Cert III is fee for service. Course fee: $495.

Code	Title	Code	Title
HLTWHS001	Participate in workplace health and safety	SISFFIT035	Plan group exercise sessions
BSBPEF301	Organise personal work priorities	SISFFIT036	Instruct group exercise sessions
SISXIND011	Maintain sport, fitness and recreation industry knowledge	SISFFIT032	Complete pre-exercise screening and service orientation
BSBOPS304	Deliver and monitor a service to customers	SISFFIT033	Complete client fitness assessments
BSBSUS211	Participate in sustainable work practices	SISFFIT052	Provide healthy eating information
SISXCCS004	Provide quality service	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISXEMR003	Respond to emergency situations	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
HLTAID011	Provide First Aid		

Football
School of Excellence

School of Excellence

The Football School of Excellence provides students with a pathway into elite sport. With a focus on the four pillars of Long Term Athletic Development; physical, technical, tactical and mental, the Football School of Excellence provides a comprehensive program to prepare athletes for elite level competition.

The Football School of Excellence allows students to study Football as one of their six timetabled subjects.
A wide range of professionals are engaged to aid in the athletic development of our students.

Our Football coaching staff include Remo Beuss (Swiss International), Jake Minnett (Australian Schoolboy Rep), Jordan Manning (Qld Roar Coach), Dante Stehn, Chelsea Blissett (Melbourne City current player) Tom Kenny and Jason Kearton.

All athletes in the Schools of Excellence undergo a Physiotherapy Screening or Physical Competence Assessment with on-site Physiotherapists, who are also available for injury triage.

Strength and Conditioning sessions with Trainer Dante Stehn and Matt Mills take place each week to develop athletes' physical capacity, to enhance performance and avoid injury.

Exercise Physiologist, Todd Snowdon, assists injured athletes with the rehabilitation plan, in conjunction with treatment and triage provided by Physiotherapists.

From Year 11, students enrolled in the School of Excellence undertake a Certificate II (SIS20321) in Sports Coaching through TAFE Queensland (RTO0275). This not only provides them with a meaningful qualification and 4 QCE points, but aides in their understanding of the body and physical adaptations to training.

Pathways

The primary focus of the Schools of Excellence is to assist athletes in exploring a pathway to elite sport. There are a range of other pathways however, that can be supported by studying the Football School of Excellence, including coaching, exercise science, sport marketing and management, sport promotion, sport development and coaching.

Assessment

Students receive semester reports detailing their progress on Personal Qualities, Physical Capacities, Skills and Tactical Progress, and Psychological Performance. Students also receive an annual assessment of their Physical Competence by Physiotherapists.

Fee Structure

Involvement in the School of Excellence attracts additional fees, which cover:

- Sports Excellence Uniform
- Coaching
- Strength & Conditioning Sessions
- Physiotherapy Screening or PCA
- Physiotherapy Triage
- Sport Psychology Sessions
- Match and Transport Fees for competitions
- Injury Rehabilitation Sessions with Exercise Physiologist.

Entry

Entry into the School of Excellence is through application and trial process.
Contact the Football Excellence Coordinator, Jason Tobin, for details on the current Fee Structure, and Application Process.

Golf
School of Excellence

School of Excellence

The Golf School of Excellence provides students with a pathway into elite sport. With a focus on the four pillars of Long Term Athletic Development; physical, technical, tactical and mental, the Golf School of Excellence provides a comprehensive program to prepare athletes for elite level competition.

The Golf School of Excellence allows students to study Golf as one of their six timetabled subjects.

A wide range of professionals are engaged to aid in the athletic development of our students. We have strong links with both Indooroopilly Golf Club and Keperra Country Golf Club as well as Victoria Park Golf Complex, and engage their teaching professionals, Richard Harris, Glenn Domigan, Ryan Fowler and Chris Rutherford to work with our athletes.

All athletes in the Schools of Excellence undergo a Physiotherapy Screening or Physical Competence Assessment with on-site Physiotherapists. Strength and Conditioning sessions with Brad Pillette-Hughes take place each week to develop athletes' physical capacity, to enhance performance and avoid injury. Exercise Physiologist, Todd Snowdon, assists injured athletes with the rehabilitation plan, in conjunction with treatment and triage provided by physiotherapists.

From Year 10, students enrolled in the School of Excellence undertake a Certificate II (SIS20321) in Sports Coaching through TAFE Queensland (RTO0275). This not only provides them with a meaningful qualification and 4 QCE points, but aides in their understanding of the body and physical adaptations to training.

Pathways

The primary focus of the Schools of Excellence is to assist athletes in exploring a pathway to elite sport. There are a range of other pathways however, that can be supported by studying the Golf School of Excellence, including coaching, exercise science, sport marketing and management, sport promotion, sport development and coaching.

Assessment

Students receive semester reports detailing their progress on Personal Qualities, Physical Capacities, Skills and Tactical Progress, and Psychological Performance. Students also receive an annual assessment of their Physical Competence by Physiotherapists.

Fee Structure

Involvement in the School of Excellence attracts additional fees, which cover:

- Sports Excellence Uniform
- Coaching & Green Fees
- Transport to and from the golf course for lessons
- Strength & Conditioning Sessions
- Physiotherapy Screening or PCA
- Physiotherapy Triage
- Sport Psychology Sessions
- Match and Transport Fees for competitions
- Injury Rehabilitation Sessions with Exercise Physiologist.

Entry

Entry into the School of Excellence is through application and trial process.

Contact the Golf Excellence Coordinator, Tony Robertson, for details on the current Fee Structure and Application Process.

Tennis
School of Excellence

School of Excellence

The Tennis School of Excellence provides students with a pathway into elite sport. With a focus on the four pillars of Long Term Athletic Development; physical, technical, tactical and mental, the Tennis School of Excellence provides a comprehensive program to prepare athletes for elite level competition.

The Tennis School of Excellence allows students to study Tennis as one of their six timetabled subjects.

A wide range of professionals are engaged to aid in the athletic development of our students. Our highly credentialed Tennis coaching staff include Greg Smith, Alan Ross, Brad Johns and Alex Aley.

All athletes in the Schools of Excellence undergo a Physiotherapy Screening or Physical Competence Assessment with on-site Physiotherapists. Strength and Conditioning sessions with Acceleration Australia take place each week to develop athletes' physical capacity, to enhance performance and avoid injury. Exercise Physiologist, Todd Snowdon, assists injured athletes with the rehabilitation plan, in conjunction with treatment and triage provided by physiotherapists.

From Year 10, students enrolled in the School of Excellence undertake a Certificate II (SIS20321) in Sports Coaching through TAFE Queensland (RTO 0275). This not only provides them with a meaningful qualification and 4 QCE points, but aides in their understanding of the body and physical adaptations to training.

Pathways

The primary focus of the Schools of Excellence is to assist athletes in exploring a pathway to elite sport. There are a range of other pathways however, that can be supported by studying the Tennis School of Excellence, including coaching, exercise science, sport marketing and management, sport promotion, sport development and coaching.

Assessment

Students receive semester reports detailing their progress on Personal Qualities, Physical Capacities, Skills and Tactical Progress, and Psychological Performance.
Students also receive an annual assessment of their Physical Competence by Physiotherapists.

Fee Structure

Involvement in the School of Excellence attracts additional fees, which cover:

- Sports Excellence Uniform
- Coaching
- Strength & Conditioning Sessions
- Physiotherapy Screening or PCA
- Physiotherapy Triage
- Sport Psychology Sessions
- Match and Transport Fees for competitions
- Injury Rehabilitation Sessions with Exercise Physiologist
- Yoga.

Entry

Entry into the School of Excellence is through application and trial process.

Contact the Tennis Excellence Coordinator, Trent Steele, for details on the current Fee Structure, and Application Process.

Volleyball
School of Excellence

School of Excellence

The Volleyball School of Excellence provides students with a pathway into elite sport. With a focus on the four pillars of Long Term Athletic Development; physical, technical, tactical and mental, the Volleyball School of Excellence provides a comprehensive program to prepare athletes for elite level competition.

The Volleyball School of Excellence allows students to study Volleyball as one of their six timetabled subjects.

All athletes in the Schools of Excellence undergo a Physiotherapy Screening or Physical Competence Assessment with on-site Physiotherapists.

Strength and Conditioning sessions with Trainer Jessica Ryder, take place each week to develop athletes' physical capacity, to enhance performance and avoid injury.

Exercise Physiologist, Todd Snowdon, assists injured athletes with the rehabilitation plan, in conjunction with treatment and triage provided by physiotherapists.

Sport Psychologist, Tristan Coulter, undertakes fortnightly sessions with our Volleyball athletes.

From Year 10, students enrolled in the School of Excellence undertake a Certificate II (SIS20321) in Sports Coaching through TAFE Queensland (RTO0275). This not only provides them with a meaningful qualification and 4 QCE points, but aides in their understanding of the body and physical adaptations to training.

Pathways

The primary focus of the Schools of Excellence is to assist athletes in exploring a pathway to elite sport. There are a range of other pathways however, that can be supported by studying the Volleyball School of Excellence, including coaching, exercise science, sport marketing and management, sport promotion, sport development and coaching.

Assessment

Students receive semester reports detailing their progress on Personal Qualities, Physical Capacities, Skills and Tactical Progress, and Psychological Performance. Students also receive an annual assessment of their Physical Competence by Physiotherapists.

Fee Structure

Involvement in the School of Excellence attracts additional fees, which cover:

- Sports Excellence Uniform
- Coaching
- Strength & Conditioning Sessions
- Physiotherapy Screening or PCA
- Physiotherapy Triage
- Sport Psychology Sessions
- Match and Transport Fees for competitions
- Injury Rehabilitation Sessions with Exercise Physiologist
- Yoga.

Entry

Entry into the School of Excellence is through application and trial process.

Contact the Volleyball Excellence Coordinator, Simone Keane, for details on the current Fee Structure and Application Process.

SIS20321 Certificate II and SIS30521 Certificate III Dual Qualification in Sports Coaching

Vocational Education and Training: Year 11 and 12 subject

Registered Training Organisation: TAFE Queensland

RTO Code: 0275

Year 11
Year 12
VET

This dual qualification in Sports Coaching provides students with the knowledge and practical experience base, required to work in the sports coaching industry. Students are enrolled through TAFE Queensland including a partnership with Queensland Rugby. There are 14 units of competency to be completed, alongside 30 hours of practical assessments within the course.

Pathways

This entry level qualification provides students with knowledge and practical skills needed to conduct coaching sessions in community-based sporting clubs and organisations. Students will gain a range of essential coaching skills required to work under the supervision of a coach to engage participants in sport. Upon successful completion of this course students will be ready for work in community-based sport and provides the basis for sport specific higher level coaching qualifications.

Objectives

At the conclusion of this course of study, students will:

- Develop knowledge and understanding in coaching principles in a range of sports
- Demonstrate coaching skills effectively, ability to instruct and work with athletes, deliver coaching sessions.

Structure

14 units of competency must be completed, which includes a practical component. The Certificate II is funded by VETiS for eligible students. Cert III is fee for service. Course fees will range from $450 - $1940.

Certificate II in Sports Coaching

Unit code	Unit Title
SIRXWHS001	Work Safely
SISSPAR008	Maintain personal wellbeing as an athlete
SISSPAR009	Participate in conditioning for sport
SISSSCO001	Conduct sport coaching sessions with foundation level participants
HLTAID011	Provide First Aid
SISSSCO002	Work in a community coaching role
SISXCAI001	Provide equipment for activities

Certificate III in Sports Coaching

Unit code	Unit Title
BSBOPS403	Apply business risk management
HLTWHS001	Participate in WHS
SISSSCO003	Meet participant coaching needs
SISSSCO005	Continuously improve coaching skills and knowledge
SISSSCO012	Coach sport participants to an intermediate level
SISSSCO015	Prepare participants for sport competition
SISSSPT001	Implement sport injury prevention and management strategies

HLT23221 Certificate II in Health Support Services
HLT33115 Certificate III in Health Services Assistance
Vocational Education and Training: Year 10 and 11 Subject

Registered Training Organisation: Strategix Training
RTO Code: 31418

Year 10
Year 11
VET

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study.

Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising heal thy body systems and working with diverse people.

Pathways

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B.Nursing)
- Entry level employment within the health industry

Duration

One year for the Certificate II and Certificate III dual qualification.

Structure – HLT23221 Certificate II in Health Support Services

Unit code	Unit Title
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTWHS001	Participate in workplace health and safety
BSBOPS101	Use business resources
BSBPEF202	Plan and apply time management
BSBOPS203	Deliver a service to customer
CHCCOM001	Provide first point of contact
HLTINF006	Apply basic principles and practices of infection prevention and control
BSBADM101	Use business equipment and resources
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS026	Transport individuals
HLTFSE001	Follow basic food safety practices
SITXFSA005	Use hygienic practices for food safety

Structure – HLT33115 Certificate III in Health Services Assistance

Successful completion of HLT23221 is required before commencing HLT33115. Six units of competency are credit transferred from HLT23221 to fulfil the package requirements of HLT33115.

Unit code	Unit Title
BSBWOR301	Organise personal work priorities and development
HLTAAP001	Recognise Healthy body systems

CHCMHS001	Work with people with mental health issues
CHCCCS009	Facilitate responsible behaviour
CHCCCS012	Prepare and maintain beds
HLTAID011	Provide first aid
CHCCCS002	Assist with movement
BSBMED301	Interpret and apply medical terminology appropriately

Fees

Certificate II VETiS funding is available to Certificate II (HLT23221) students if they have not previously accessed it. Additional to the VETiS funding, the Certificate III (HLT33115) will be charged at a discounted rate of **$399** per student.

If a student has already accessed their VETiS funding, the course has a **$1500** course fee for the Certificate II (HLT23221) plus an additional **$399** for the Certificate III (HLT33115).

For more information, contact VET and Pathways Coordinator.

Science

Foundation Biology
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Biology.

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.
Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.
Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

Term 1	Term 2	Term 3	Term 4
Multicellular organisms Plant and animal cells Cell membrane and movement Osmosis	The meaning of life DNA and genetics Reproductive systems	Ecosystem dynamics Carbon and nitrogen cycle	Geological time Natural selection and evolution

Assessment

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

Summative assessments

Semester 1		Semester 2	
Task 1 Experimental investigation	20%	Task 3 Investigation	20%
Task 2 Examination	30%	Task 4 Examination	30%

Biology
General Year 11 and Year 12 subject

Year 11
Year 12
General

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.
Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.
Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms	**Maintaining the internal environment**	**Biodiversity and the interconnectedness of life**	**Heredity and continuity of life**

Assessment

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
Examination</td></tr>
</table>

Foundation Chemistry
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Chemistry.

Chemistry is the study of materials, their properties, and their structure. Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore a range of topics including concentration, gases, aqueous solutions, acidity, rates of reaction, reaction types, and thermodynamics. Additionally, students study organic chemistry to examine the characteristic chemical properties and reactions.
Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.
Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

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

Objectives

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

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

Structure

Term 1	Term 2	Term 3	Term 4
Atomic Structure Atomic structure Electron configuration Periodic table and trends Types of bonding Introduction to Lewis dot structure	**Chemical reactions** Classifying chemical reactions Solubility Rates of chemical reactions	**Stoichiometry** Mole concept Mass-mass calculation Concentration - Molarity Volumetric analysis	**Organic Chemistry** Hydrocarbons Combustion Enthalpy Fuels

Assessment

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

Summative assessments

Semester 1		Semester 2	
Task 1 Investigation	20%	Task 3 Experimental investigation	20%
Task 2 Examination	30%	Task 4 Examination	30%

Chemistry
General Year 11 and Year 12 subject

Year 11
Year 12
General

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

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.
Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions	**Molecular interactions and reactions**	**Equilibrium, acids and redox reactions**	**Structure, synthesis and design**

Assessment

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

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

Foundation Engineering / Physics
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Engineering and/or Year 11 Physics.

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.
Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Pathways

A course of study in Engineering or Physics can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Objectives

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

- recognise and describe engineering problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Term 1	Term 2	Term 3	Term 4
Motion and Energy Scalars and vectors Average speed and velocity Motion-time graphs Acceleration Vertical motion Kinematics Newton's Laws	**Gravity and Motion** Forces Introduction to friction Energy changes **Electricity** Electric charges and currents Resistors and resistance Series and parallel circuits	**Materials** Materials and forces Stress and Strain Young's Modulus Engineered Solution (truss building)	**Mechanics - Statics** Concurrent forces Non-concurrent forces Resultant forces Equilibrant forces Beams Simple Machines

Assessment

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

Summative assessments

Semester 1		Semester 2	
Task 1: Investigation	20%	Task 3 : Engineered Solution	25%
Task 2: Examination	30%	Task 4: Examination	25%

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Engineering
General Year 11 and Year 12 subject

Year 11
Year 12
General

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.
Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.
Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Pathways

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

Objectives

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

- recognise and describe engineering problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals and society	**Emerging technologies**	**Statics of structures and environmental considerations**	**Machines and mechanisms**

Assessment

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

Summative assessments

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

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Physics
General Year 11 and Year 12 subject

Year 11
Year 12
General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics	**Linear motion and waves**	**Gravity and electromagnetism**	**Revolutions in modern physics**

Assessment

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
Student experiment</td><td>20
%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
Examination</td></tr>
</table>

Foundation Psychology
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Psychology.

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

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

Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Objectives

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

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

Structure

Term 1	Term 2	Term 3	Term 4
Introduction to Psychology Psychology as a science Science skills Memory Learning theories	**Learning** The nervous system Localisation and function of the brain Early brain investigations Modern brain neuroimaging techniques	**Social psychology** Attraction Body language Emotions Lying Psychological disorders Reliability and validity of Diagnosis	**Attitudes and Behaviour** Social psychology Sensation and perception Sleep and consciousness Sports psychology

Assessment

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

Summative assessments

Semester 1		Semester 2	
Task 1 Experimental investigation	20%	Task 3 Investigation	20%
Task 2 Examination	30%	Task 4 Examination	30%

Psychology
General Year 11 and Year 12 subject

Year 11
Year 12
General

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

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

Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development	**Individual behaviour**	**Individual thinking**	**The influence of others**

Assessment

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

Summative assessments

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

Foundation Science in Practice
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Science in Practice.

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.
Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines – Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.
Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations, they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a foundation for further education and employment in many fields, e.g., animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resource sector.

Objectives

By the conclusion of the course students will be able to:

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

Structure

Term 1	Term 2	Term 3	Term 4
The Universe Stars Cosmology Earth and life Space tourism of a planet	**Structures** Forces in a structure Building foundations Design standards Design an earthquake proof building	**Forensics** Forensic Entomology Fingerprint Analysis Crime scene investigations	**Biotechnology and Disease** Heritability Biotechnology Immunisation Cloning

Assessment

For Foundation Science in Practice assessment is used to determine the student's overall subject result, and consists of four instruments:

Term 1	Term 2	Term 3	Term 4
Extended response - a technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	Project – a response to a single task, situation and/or scenario.	Applied Investigation - provide a response to a stimulus document provided and analyse physical evidence presented to provide an answer	Applied Investigation - choose and create a response to a provided list of diseases while providing recommendations for future prevention and management

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Science in Practice
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Science in Practice students apply scientific knowledge and skills in situations to produce practical outcomes. Students build their understanding of expectations for work in scientific settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities.

Projects and investigations are key features of Science in Practice. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike scientific contexts.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes. Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical scientific situations.

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g., animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

By the conclusion of the course of study students should:

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

Structure

Science in Practice is a four-unit course of study. This syllabus offers six QCAA-developed units from which schools can select to develop their course of study. Kelvin Grove State College students undertake the following:

Unit 1	Unit 2	Unit 3	Unit 4
Transport	Ecology	Consumer Science	Sustainability

Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • Multimodal (at least two modes delivered at the same time) • Written
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: • Product • Performance **Documented process** Multimodal (at least two modes delivered at the same time)

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Languages

Foundation Italian
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Italian.

Italian provides students with the opportunity to reflect on their understanding of the Italian language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts. Students communicate with people from Italian-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes. Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

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

Objectives

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

- comprehend Italian to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Italian language elements to construct meaning
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Italian.

Structure & Assessment

Term 1	Term 2	Term 3	Term 4
Made in Italy: una storia di successo – Made in Italy: a successful story Fashion and design in Italy. The Made in Italy brand. Enduring cultural icons.	**L'Italia nel mondo – Italy throughout the world** Early Italian migrants in Australia. Young Italian migrants in Australia today.	**I giovani e il future – Young people and the future** Jobs of the future. The concerns of young Italians. New problems and new solutions.	**C'è un solo pianeta! – There is only one planet!** Recycling and waste collection in Italy Ways to help the environment.
Short Response Exam Analysing audio and written Italian texts in English. (Reading and listening)	**Multimodal Presentation and Interview** Part 1: A prepared individual multimodal response to Italian stimuli Part 2: Follow-up interview with teacher regarding presentation.	**Extended Response** Part 1: Written Italian response to three Italian prompts. Part 2: Student-centred conversation in response to stimulus text.	**Short Response Exam** Short response in English and Italian to Italian audio, visual, and written stimuli.

A "C" exit grade in Year 9 Italian is highly recommended as a prerequisite for this course. If you are a new or returning student to Italian, please contact the Head of Department or Associate Head of Department for advice prior to enrolling.

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Italian
General Year 11 and Year 12 subject

Year 11
Year 12
General

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

Students communicate with people from Italian-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes. Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

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

Objectives

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

- comprehend Italian to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning.
- analyse and evaluate information and ideas to draw conclusions.
- apply knowledge of Italian language elements to construct meaning.
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- communicate using contextually appropriate Italian.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
La mia vita -- My world • Family/carers • Peers • Education	**Esplorando il mondo -- Exploring our world** • Travel & Exploration • Social Customs • Italian Influences around the World	**La nostra società; cultura e identità -- Our Society; culture and identity** • Lifestyles and Leisure • The Arts, Entertainment, and Sports • Groups in Society	**Il mio presente -- Il mio futuro** **My Present; My future** • The Present • Future Choices

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — short response	20%	Summative internal assessment 3 (IA3): Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): Examination — extended response	25%	Summative external assessment (EA): Examination — combination response	25%

A "C" exit grade in Foundation Italian is highly recommended as a prerequisite for this course. If you are a new or returning student to Italian, please contact the Head of Department or Associate Head of Department for advice prior to enrolling.

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Foundation Japanese
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Japanese.

Year 10 Japanese offers students the chance to continue exploring Japan's language and culture while developing valuable communication and thinking skills. By engaging with Japanese-speaking communities, texts, and customs, students learn about the values that shape Japanese society and reflect on their own identity in a global context. They build the confidence to express opinions and experiences in Japanese and develop the ability to interact meaningfully across cultures. Students practise speaking, listening, reading, and writing in a range of formats—from conversations and letters to blogs, podcasts, and comics. They use hiragana, katakana, and familiar kanji to create purposeful texts for different audiences. Topics such as school trips, part-time jobs, lifestyle and leisure, future dreams, and health and wellbeing allow students to connect language learning with real-life experiences.

Pathways

Studying Japanese can establish a basis for further education and employment in various industries, particularly those where additional language skills and intercultural understanding are beneficial. Relevant industries may include business, hospitality, law, science, technology, sociology, and education.

Objectives

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

- comprehend Japanese to understand information, ideas, opinions and experiences;
- identify tone, purpose, context and audience to infer meaning;
- analyse and evaluate information and ideas to draw conclusions;
- apply knowledge of language elements of Japanese to construct meaning;
- structure, sequence and synthesise information to justify opinions and perspectives;
- communicate using contextually appropriate Japanese.

Structure & Assessment

Term 1	Term 2	Term 3	Term 4
School Trips・修学旅行 Explore the popularity, opportunities, and challenges of school trips in Japan and Australia.	**Part-Time Jobs & Future Dream・アルバイトと将来の夢** Explore the world of part-time jobs, future careers, and dreams for the future.	**Lifestyle & Leisure・ライフスタイルとレジャー** Explore how young people develop and engage with leisure and lifestyle activities and how these shape personal identity.	**Homestay, Health & Wellbeing・ホームステイと健康** Discuss homestay opportunities and how young people can manage their health and wellbeing.
Short Response Exam Short response in English to Japanese audio, visual, and written stimuli.	**Extended Response** Part 1: Written Japanese response to three Japanese prompts. Part 2: Student-centred conversation in response to stimulus text.	**Multimodal Presentation and Interview** Part 1: A prepared individual multimodal response to Japanese stimuli Part 2: Follow-up interview with teacher regarding presentation.	**Short Response Exam** Short response in English and Japanese to Japanese audio, visual, and written stimuli.

Please note: A "C" exit grade in Year 9 Japanese is highly recommended as a prerequisite for this course. If you are a new or returning student to Japanese, please contact the Head of Department or Associate Head of Department for advice prior to enrolling.

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Japanese
General Year 11 and Year 12 subject

Year 11
Year 12
General

Studying Japanese enables students to engage with the linguistic and cultural diversity of the world, encouraging them to reflect on their own social experiences, roles, and identities within a global context. By engaging with Japanese-speaking communities, cultures, and customs, students will learn about the values and attitudes which underpin Japanese society while enhancing their language skills. They will develop the ability to communicate effectively in various social and cultural contexts for diverse purposes. Additionally, students will use Japanese to understand, analyse, and evaluate ideas and experiences expressed in Japanese, and consequently readjust their own worldviews to incorporate linguistic and cultural knowledge. Students will learn to express and justify their own opinions and perspectives in Japanese, as well as engage meaningfully with others. Throughout the course, students will use their language and intercultural skills to create a variety of texts for a range of contexts, purposes, and audiences.

Pathways

Studying Japanese can establish a basis for further education and employment in various industries, particularly those where additional language skills and intercultural understanding are beneficial. Relevant industries may include: business, hospitality, law, science, technology, sociology, and education.

Objectives

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

- comprehend Japanese to understand information, ideas, opinions and experiences;
- identify tone, purpose, context and audience to infer meaning;
- analyse and evaluate information and ideas to draw conclusions;
- apply knowledge of language elements of Japanese to construct meaning;
- structure, sequence and synthesise information to justify opinions and perspectives;
- communicate using contextually appropriate Japanese.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
My World・私のくらし • Family/carers • Peers • Education	**Exploring Our World・私達の世界をたんけんする** • Travel & Exploration • Social Customs • Japanese Influences around the World	**Our Society; Culture and Identity・私達の社会、文化とアイデンティティ** • Lifestyles and Leisure • The Arts, Entertainment, and Sports • Groups in Society	**私の現在と将来・My Present; My Future・私の現在と将来** • The Present • Future Choices

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — short response	20%	Summative internal assessment 3 (IA3): Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): Examination — extended response	25%	Summative external assessment (EA): Examination — combination response	25%

Please note: A "C" exit grade in Foundation Japanese is highly recommended as a prerequisite for this course. If you are a new or returning student to Japanese, please contact the Head of Department or Associate Head of Department for advice prior to enrolling.

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Senior External Examination Languages

Year 12 External Exam

The following languages are offered through Senior External Examination (SEE) syllabuses.

- Arabic
- Chinese — full form characters
- Indonesian
- Korean
- Latin
- Modern Greek
- Polish
- Punjabi
- Russian
- Tamil
- Vietnamese.

Assessment

All assessment in these syllabuses will be based on the learning across both Units 3 and 4 and will be conducted through external examination.

For more information, contact Head of Department, Global Engagement and International Programs.

The Arts

Foundation Dance
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Dance.

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement.

Pathways

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in Creative Industries and Cultural institutions, including Arts Administration and management, communication, education, public relations, research and science and technology.

Objectives

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

- demonstrate an understanding of dance concepts and skills
- organise, apply, analyse and interpret dance concepts and skills
- realise meaning through technical and expressive skills
- create dance to communicate meaning.
- evaluate dance, justifying the use of dance concepts and skills.
- apply literacy skills

Structure

Semester 1	Semester 2
Unit 1: Commercial Exposure Investigate how performers utilise dance elements and technical/expressive skills to appeal to a commercial audience. **Unit 2: Australian Footprints** Investigate how choreographers manipulate dance elements to communicate narratives that are uniquely Australian.	**Unit 3: International Footprints** Investigate how choreographers manipulate dance elements to communicate the impact of significant historical/cultural/social events.

Assessment

Semester 1	Semester 2
Unit 1: • Performance **Unit 2:** • Appreciation - Extended Response • Choreography	**Unit 3:** • Appreciation - Extended response • Integrated Project - Multimodal presentation (Performance and Choreography)

Dance
General Year 11 and Year 12 subject

Year 11
Year 12
General

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement.

Pathways

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in Creative Industries and Cultural institutions, including Arts Administration and management, communication, education, public relations, research, and science and technology.

Objectives

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

- demonstrate an understanding of dance concepts and skills
- organise, apply, analyse and interpret dance concepts and skills
- realise meaning through technical and expressive skills
- create dance to communicate meaning.
- evaluate dance, justifying the use of dance concepts and skills.
- apply literacy skills

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts?	**Moving through environments** How does the integration of the environment shape dance to communicate meaning?	**Moving statements** How is dance used to communicate viewpoints?	**Moving my way** How does dance communicate meaning for me?

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Performance	20%	Summative internal assessment 3 (IA3): Project — dance work	35%
Summative internal assessment 2 (IA2): Choreography	20%		
Summative external assessment (EA): 25% Examination — extended response			

CUA30120 Certificate III in Dance
Vocational Education and Training: Year 10, 11 and 12 subject
Registered Training Organisation: Empowerdance
RTO Code: 40397

Year 10
Year 11
Year 12
VET

This qualification covers a range of dance styles (ballet, jazz, rhythm, contemporary) and will develop audition, improvisation, partnering and performance techniques. This qualification reflects the role of individuals working as entry level dancers in the live performance industry. Individuals are expected to demonstrate application of foundational skills and knowledge for routine activities expected for dance and live performance contexts.

Pathways

The job roles that relate to this qualification may include ensemble dancer or work as a dance tutor or assistant within a dance studio.

Structure

This 2 year course will be delivered through the units of work listed below. Units will be delivered in a combincation of face to face and online learning.

Entry can occur in Year 10 or 11.

Unit code	Unit Title
CUADAN318	Increase depth of contemporary dance techniques
CUADAN319	Increase depth of street dance techniques
CUADLT311	Develop basic dance analysis skills
CUAPRF316	Develop basic musical theatre techniques
BSBTWK201	Work effectively with others
CUADTM311	Assist with Dance Teaching
CUAPPM311	Assist with conceiving and preparing performance spaces
CUAWHS211	Develop a basic level of physical fitness for dance performance

Eligibility – Cost

The program costs $600.

Foundation Drama
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 Drama and/or Drama in Practice.

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

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including Arts administration and management, communication, education, public relations, research and science and technology.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real Voices A practical understanding of realistic acting techniques to create believable and purpose interpretations of character.	**Lost Voices** A focus on developing an understanding and appreciation of Indigenous perspectives through play text and exploring different forms of storytelling through Collage Drama.	**Past Voices** Breathing new life into a heritage play.	**Challenging Voices** Exploring Theatre of the Absurd to understand how theatre has the power to make social comment.

Assessment

Semester 1	Semester 2
Performance: Students will present in groups in the style of Realism. **Responding:** Students will respond to a stimulus. They are required to analyse, synthesise, evaluate and justify information to develop an extended response. **Forming (Making):** Students will write a script using the requisite conventions of the style of theatre.	**Forming (Making): I**n groups, students prepare a directorial vision and multi-modal pitch as they transform and present a scene from the heritage play text to create new meaning for a contemporary audience. **Responding:** Students will respond to a stimulus; analyse, synthesise, evaluate and justify information to develop an extended response. **Performance:** Students will perform a section of the selected play text using the conventions of Theatre of the Absurd.

Drama
General Year 11 and Year 12 subject

Year 11
Year 12
General

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

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience?	**Reflect** How is drama shaped to reflect lived experience?	**Challenge** How can we use drama to challenge our understanding of humanity?	**Transform** How can you transform dramatic practice?

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Performance	20%	Summative internal assessment 3 (IA3): Project — practice-led project	35%
Summative internal assessment 2 (IA2): Project — dramatic concept	20%		
Summative external assessment (EA): 25% Examination — extended response			

Drama in Practice
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

Pathways

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

Objectives

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

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

Structure

Drama in Practice is a four-unit course of study. The course structure contains four QCAA-developed units as options which may be presented in any order to meet the requirements of Composite class structures.

Unit option	Unit title
Unit option A	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

Assessment

Students complete two internal assessment tasks for each unit. In Units 3 and 4 students complete four summative assessments. Students will receive an overall subject result (A–E). The assessment techniques used in Drama in Practice are:

Technique	Description
Devising project	Students plan, devise and evaluate a scene for a focus of the unit.
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script for the focus of the unit.
Performance	Students perform the excerpt of the published script, a devised scene, or collage drama for the focus of the unit.

Foundation Film, Television and New Media Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Film, Television and New Media and/or Media Arts in Practice.

Film, Television & New Media fosters creative and expressive communication, and encourages critical media literacy. Through exploration of the five key concepts of technologies, representations, audiences, institutions and languages, students learn about film, television and new media as a shared primary source of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products. They investigate and respond to moving-image media content, understanding that new media is constructed for specific purposes, and for specific audiences. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the creative industries, media programming, and cultural institutions, and diverse fields that use media as a basis for communication, including advertising, arts administration and management, communication, design, education, politics, and public relations.

Objectives

By the conclusion of the course of study, students will be able to: design and create and resolve moving image media products; apply literacy skills to respond to media products they make and view; and analyse and evaluate and interpret meaning from media texts from a variety of contexts .

Structure and Assessment

Term 1	Term 2	Term 3	Term 4
Film School: How do moving image and new media texts communicate to audiences through visual and auditory methods? Students focus on decoding the language of film, television and new media.	**Genre:** How have the changing cultural ideologies of generations impacted the production and consumption of film, television and new media texts? Students investigate the concept of genre as a cultural by-product in current and past times.	**Breakfast of Champions:** Students investigate the complex relationship between new media and advertising. Students consider texts as both producers and audiences (as consumers) and create and respond to the cultural and social variables that effect this relationship.	**Homage:** Students draw on foundational skills developed throughout units of study to create, plan for and resolve a stylistic product in the style of a filmmaker or new media producer of their choice.
Exam	Case Study Multimodal	Project	Stylistic project

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Please note that it is a condition of enrolment that students selecting FTN as a subject in Year 10 must have a BYOx laptop with the recommended specifications required to run Adobe Premiere Pro. See https://helpx.adobe.com/au/premiere-pro/system-requirements.html for specific details. Please also refer to the KGSC BYOx program information for further details at https://kelvingrovesc.eq.edu.au/facilities/computers-and-technology/bring-your-own-device-byox-program.

Film, Television and New Media
General Year 11 and Year 12 subject

Year 11
Year 12
General

Film, Television & New Media fosters creative and expressive communication, and encourages critical media literacy. Through exploration of the five key concepts of technologies, representations, audiences, institutions and languages, students learn about film, television and new media as a shared primary source of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products. They investigate and respond to moving-image media content, understanding that new media is constructed for specific purposes, and for specific audiences. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the creative industries, media programming, and cultural institutions, and diverse fields that use media as a basis for communication, including advertising, arts administration and management, communication, design, education, politics, and public relations.

Objectives

By the conclusion of the course of study, students will be able to: design and create and resolve moving image media products; apply literacy skills to respond to media products they make and view; and analyse and evaluate and interpret meaning from media texts from a variety of contexts .

Structure and Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Foundation • Concept: **Technologies** How are tools and associated processes used to create meaning? • Concept: **Institutions** How are institutional practices influenced by social, political and economic factors? • Concept: **Languages** How do signs and symbols, codes and conventions create meaning?	**Stories** • Concept: **Representations** How do representations function in story forms? • Concept: **Audiences** How does the relationship between story forms and meaning change in different contexts? • Concept: **Languages** How are media languages used to construct stories?	**Participation** • Concept: **Technologies** How do technologies enable or constrain participation? • Concept: **Audiences** How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: **Institutions** How is participation in institutional practices influenced by social, political and economic factors?	**Artistry** • Concept: **Technologies** How do media artists experiment with technological practices? • Concept: **Representations** How do media artists portray people, places, events, ideas and emotions? • Concept: **Languages** How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?
Case study 15% Project 25%	Stylistic Project 35% Exam 25%	IA1 Case study 15% IA2 Multiplatform project 25%	IA3 Stylistic project 35% Exam 25%

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Please note that it is a condition of enrolment that students selecting FTN as a subject in Year 11 & 12 must have a BYOx laptop with the recommended specifications required to run Adobe Premiere Pro. See https://helpx.adobe.com/au/premiere-pro/system-requirements.html for specific details. Please also refer to the KGSC BYOx program information for further details at https://kelvingrovesc.eq.edu.au/facilities/computers-and-technology/bring-your-own-device-byox-program.

Foundation Music Excellence
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Music and/or Music in Practice.

Music fosters creative and expressive communication.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of Arts administration, Communication, Education, Creative Industries, Public Relations and Science and Technology.

Objectives

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

- realise music ideas in performance through applying technical skills and the use of expressive devices to communicate meaning.
- resolve music in the creation of original works applying compositional devices to convey a style, genre or context.
- analyse and evaluate music, justifying the use of the music elements to convey a style, genre or context.

Structure

Semester 1	Semester 2
Soundtracks *A study of the functions of music in conveying a narrative in film.* Students explore how musicians manipulate music elements to communicate a narrative when performing, composing and responding to music. **Going Solo** *A study of performance craft for a solo performance.* Through inquiry learning, the following is explored: How do performers communicate meaning? This performance-based focus continues developmentally across the full year of study.	**Legends of the Charts** *A study of jazz, popular and rock charting music that remains legendary for today's audience with a focus on innovations and the contribution to the development of popular music genres.*

Assessment

Semester 1	Semester 2
Creating Making: Composition of a soundtrack for film segment Exploring and Responding – Extended response Performance	Project - Multimodal presentation Exploring and Responding - Short response Creating/Making (Composition) Performance

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Music
General Year 11 and Year 12 subject

Year 11
Year 12
General

Music fosters creative and expressive communication.

Pathways

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

Objectives

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

- realise music ideas in performance through applying technical skills and the use of expressive devices to communicate meaning.
- resolve music in the creation of original works applying compositional devices to convey a style, genre or context.
- analyse and evaluate music, justifying the use of the music elements to convey a style, genre or context.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs How does the use of the music elements enable the design of music that communicates meaning through performance and composition?	**Identities** How are cultural, political, social and personal identities conveyed when performing, composing and responding to music?	**Innovations** How have innovative music practices reconceptualised meaning when performing and composing?	**Narratives** How are the music elements manipulated to communicate a narrative when performing, composing and responding to music?

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. Summative assessments across Units 3 and 4 contribute to a total subject score out of 100 marks. Students will also receive an overall subject result (A–E).

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Composition</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination – Extended response</td></tr>
</table>

Music Extension (Performance, Composition or Musicology)
General Year 12 subject (Units 3 & 4 only)

Year 11
Year 12
General

Music Extension is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select ONE specialisation only – Performance, Composition OR Musicology and follow an individual program of study designed to continue the development of refined musicianship skills.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

Objectives

- apply literacy skills and analyse and evaluate music *and:*
- **Composition specialisation:** students create and resolve new music works.
- **Performance specialisation:** students realise music works, demonstrating technical skills and expression.
- **Musicology specialisation:** students analyse and evaluate music works and synthesise ideas.

Structure

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Composition: Composition 1
• Performance: Performance 1
• Musicology: Investigation 1</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Composition: Composition project
• Performance: Performance project
• Musicology: Musicology project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Composition: Composition 2
• Performance: Performance 2
• Musicology: Investigation 2</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response
Note: The Summative external assessment (EA): Examination — extended response is the same assessment for all three specialisations</td></tr>
</table>

Music in Practice
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They are exposed to authentic music practices that reflect the real-world industry practices of composers, performers, and audiences.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Objectives

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

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

Structure

Music in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to meet the requirements of Composite class structures.

Unit option	Unit title
Unit A	Music of Today
Unit B	The Cutting Edge
Unit C	Building your Brand
Unit D	'Live' on stage

Assessment

Students complete two internal assessment tasks for each unit. In Units 3 and 4 students complete four summative assessments. Students will receive an overall subject result (A–E). The assessment techniques used in Music in Practice are:

Technique	Description
Composition	Students make a composition that is relevant to the purpose and context of the unit.
Performance	Students perform music that is relevant to the unit focus.
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.

Foundation Visual Art
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Visual Art and/or Visual Arts in Practice and/or Arts in Practice and/or Media Arts in Practice.

Visual Art education exposes students to the historical and cultural significance of visual art, both past and present, and introduces them to the works and influences of contemporary artists. Students engage with artists, artworks, institutions, and communities to broaden their understanding of art practices. They actively participate as both creators and observers, using their imagination to solve problems and experiment with visual expression. Through inquiry-based learning, students develop critical and creative thinking skills, crafting individualized responses using diverse materials and techniques. They also hone essential literacy skills to investigate and critically analyse artworks within various contexts, considering their meaning, purpose, and theoretical underpinnings while challenging established ideas.

Pathways

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

Objectives

By the conclusion of the course of study, students will be able to: implement ideas and representations; apply literacy skills; analyse and interpret visual language, expression and meaning in artworks and practices; evaluate art practices, traditions, cultures and theories; justify viewpoints; experiment in response to stimulus; create meaning through the knowledge and understanding of materials, techniques, technologies and art processes; realise responses to communicate meaning.

Structure & Assessment

Term 1	Term 2	Term 3	Term 4
Art as Place Concept: Investigating the ideas of Place and scapes (interior and exterior) Contexts: formal, personal and cultural Focus: place, objects and symbols Media: 2D, 3D.	**Art as Place** Concept: Interventions in space Contexts: contemporary, formal personal and cultural Focus: Codes, signs and art conventions Media: 2D, 3D, and time-based	**Art as Me** Concept: constructing knowledge as artist and audience Contexts: contemporary, personal, cultural and/or formal Focus: People, symbols and art conventions Media: 2D painting	**Art as Me** Concept: evolving alternate representations and meaning Contexts: contemporary and personal, cultural and/or formal Focus: People, symbols and signs Media: time-based
Project Experimental folios, written responses	**Project** Experimental folios, written responses and examination	**Project** Self-portrait painting and written responses	**Project** Time based multimodal and written responses

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Visual Art
General Year 11 and Year 12 subject

Year 11
Year 12
General

Visual Art education exposes students to the historical and cultural significance of visual art, both past and present, and introduces them to the works and influences of contemporary artists. Students engage with artists, artworks, institutions, and communities to broaden their understanding of art practices. They actively participate as both creators and observers, using their imagination to solve problems and experiment with visual expression. Through inquiry-based learning, students develop critical and creative thinking skills, crafting individualized responses using diverse materials and techniques. They also hone essential literacy skills to investigate and critically analyse artworks within various contexts, considering their meaning, purpose, and theoretical underpinnings while challenging established ideas.

Pathways

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

Objectives

By the conclusion of the course of study, students will be able to: implement ideas and representations; apply literacy skills; analyse and interpret visual language, expression and meaning in artworks and practices; evaluate influences; justify viewpoints; experiment in response to stimulus; create visual responses using knowledge and understanding of art media; realise responses to communicate meaning.

Structure & Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Art as Lens Through inquiry learning, the following are explored: Concept: lenses to explore the material world Contexts: personal and contemporary Focus: People, place, objects Media: 2D and 3D	**Art as Code** Through inquiry learning, the following are explored: Concept: art as a coded visual language Contexts: formal and cultural Focus: Codes, symbols, signs and art conventions Media: 2D, 3D, and time-based	**Art as Knowledge** Through inquiry learning, the following are explored: Concept: constructing knowledge as artist and audience Contexts: contemporary, personal, cultural and/or formal Focus: student-directed (for IA1 and continued exploration through IA2 Unit 3 +IA3 Unit 4) Media: student-directed	**Art as Alternate** Through inquiry learning, the following are explored: Concept: evolving alternate representations and meaning Contexts: contemporary and personal, cultural and/or formal Focus: continued exploration of Unit 3 student-directed focus Media: student-directed
Project 30% Exam 20%	Investigation 20% Project 30%	Investigation IA1 20%, Project IA2 25%	Project IA3 30% External Exam 25%

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Foundation Fashion (Fashion Specialisation*)
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Fashion.

Fashion at Kelvin Grove prides itself on industry standard practical skills for garment construction. Fashion in Year 10 has a focus on developing foundational skills, allowing students to learn through doing as they engage in a design process to plan, generate and produce teacher directed fashion items.
Fashion is a practical subject and requires in class attendance to complete class tasks and assessments by the due date. Assessment is folio based, responding to a design brief.

Pathways

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

Objectives

By the conclusion of the course, students will have taken part in each stage of the design process. They should have developed and be able to apply garment construction skills to Kelvin Grove industry standards, which prepares them for the Applied Fashion Course in year 11 and 12 at Kelvin Grove. They should be able to document their understanding of design briefs, inspiration, fashion illustrations, skill development and evaluations in a digital folio. They will have regularly evaluated their ideas, skills, processes, and final products to improve and grow as designers which will prepare them for further study in the field. Folio may include deconstructing design briefs, researching designers and trends, mood boards, illustration for planning, skill sets for construction, recording, documentation and evaluation.

Structure & Assessment

The Foundation Fashion course is designed around core and elective topics. The core topics are interrelated and are developed through elective topics.

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Fashion This unit will focus on the development of knowledge and skills relating to the fashion design process and garment construction. Students will also develop concepts and ideas for their fashion folio.	**Fabric story** Students will undertake a design project to create a skirt or a vest. Students will learn about types of fabrics which will support students to select the right fabric for future garment construction.	**Deconstructed Shirt** Students will examine deconstruction techniques suitable for the design challenge. Second hand shirts will be used to create a garment that reflects ethical and sustainable fashion.	**Adornment** Students will create a bag and experiment with different decorative and embellishment techniques to apply to their design ideas.
Project Fashion folio	**Project** Fashion garment	**Project** Fashion garment	**Product** Fashion garment

* Our Fashion Specialisation provides a 3-year course in Fashion which builds from foundational knowledge and skill sets in Year 10, through to designing and pattern alteration in Year 11 and 12. Our Fashion Specialisation students participate in our annual fashion parade (iWear) and can apply for competitions and parades. Work completed in Fashion Specialisation can be used for Folio development for further study or industry. Kelvin Grove has their very own fashion label, *KG Bold*, and some students may apply to be part of the fashion team working on designs for our label.

iWear – KGSC Annual Runway Showcase

Community connections is a compulsory aspect of the fashion program, and all students are required to participate in the iWear Runway Showcase Parade event to display their work in an authentic public forum.

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Fashion (Fashion Specialisation*)
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

Fashion at Kelvin Grove prides itself on industry standard practical skills for garment construction. Fashion in Year 11 and 12 builds on foundational skills focused on in 10 Fashion, allowing students to engage in a design process to plan, generate and produce fashion items more independently. Students learn to appreciate design, work with design briefs, understand trends, and create their own style. This course emphasises transferable skills relevant to the fashion industry, preparing students for future employment and further study.
Fashion is a practical subject and requires in class attendance to complete class tasks and assessment by the due date. Assessment is folio based, responding to a design briefs.

Pathways

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

Objectives

By the conclusion of the course of study, students should be able to: demonstrate practices, skills and processes; interpret briefs; select practices, skills and procedures; sequence processes; evaluate skills, procedures and products. Folio may include deconstructing design briefs, researching designers and trends, mood boards, illustration for planning, skill sets for construction, recording, documentation and evaluation.

Structure & Assessment

Fashion is a four-unit course of study across year 11 and 12.

Unit 1	Unit 2	Unit 3	Unit 4
Historical fashion influences (B2) Students design and produce fashion garment/s inspired by historical fashion influences.	**Fashion designers (A1)** Students design and produce fashion garment/s inspired by a selected fashion designer. Students consider the design philosophy of the selected designer and how they use the elements and principles of design to communicate their signature style in their garments.	**Collection (D1 & D2)** D1 - Students design and present a fashion collection for a specific brand, fashion category or other focus. D2 – Students adapt and evaluate their D1 Fashion collection to produce garment/s that represent their signature style.	**Slow Fashion (C1 & C2)** C1- Students design and produce fashion garment/s that use slow fashion skills and ethos and utilised upcycled denim. C2- Students utilise learnt knowledge and skills from C1 to create an Awareness campaign promoting sustainable fashion practices, which is displayed as a fashion look book.
Project Fashion Garment	**Project** Fashion garment	**Practical Demonstration** Fashion Collection **Project** Fashion garment/s	**Project** Fashion garment/s **Practical Demonstration** Awareness Campaign

* Our Fashion Specialisation provides a 3-year course in Fashion which builds from foundational knowledge and skill sets in Year 10, through to designing and pattern alteration in Year 11 and 12. Our Fashion Specialisation students participate in our annual fashion parade (iWear) and can apply for competitions and parades. Work completed in Fashion Specialisation can be used for Folio development for further study or industry. KG has their very own fashion label, *KG Bold,* and some students may apply to be part of the fashion team working on designs for our label

iWear – KGSC Annual Fashion Showcase

Community connections is a compulsory aspect of the fashion program, and all students are required to participate in the iWear Fashion Parade Showcase event to display their work in an authentic public forum.

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Foundation Arts in Practice (Graphic Design/New Media Art)
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Arts in Practice.

In Foundational Arts in Practice, students will develop the fundamental skills and techniques required for interdisciplinary artmaking in New Media Arts fields, with the intention of further developing these skills in the senior Arts in Practice subject. Students work predominantly digitally within Adobe Creative Cloud, ProCreate and Sketchbook, learning how to navigate and use graphic and media design-related software for client-based or community-based Arts purposes.

Pathways

A course of study in Arts in Practice can provide students with knowledge and skills that will enhance their employment prospects in the creative arts and entertainment industries. Pathway opportunities include areas such as graphic design, advertising and marketing, immersive graphics and performance, cinematography, photography, and concept or freelance digital illustration work.

Objectives

By the conclusion of the course of study, students should show evidence of the ability to: use techniques, skills, technologies and/or media, plan arts works in industry contexts and purposes, communicate ideas in arts works that reflect consideration of briefs, and evaluate arts works in relations to context and purpose.

Structure & Assessment

The Arts in Practice course is designed to be connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative artists. Year 10 Foundational Arts in Practice is intended to be a pre-cursor for studying year 11 and 12 Arts in Practice.

Term 1	Term 2	Term 3	Term 4
Introduction to Graphic Design This unit focuses on foundational graphic design methods, graphic design rules and principles, foundational use of software for purpose, and client-based graphic design.	**Digital Painting** This unit focuses on digital painting techniques and skills, software competence, compositional skills, colour theory and the elements and principles of design.	**Windows to Another World (Immersive Graphics)** This unit focuses on immersive graphics, motion imagery, cinemographs, digital painting skills, basic animation skills, composition and concept development.	**Experimental Photography** This unit focuses on experimental photomedia techniques, and building competence in DSLR camera usage, batch processing and editing processes.
Project Multimodal Component – Research Journal Arts work – Folio	**Product** Arts work – Folio	**Project** Arts work – Singular animation Multimodal Component – Digital Justification Journal	**Product** Arts work – Experimental Folio

Assessment

For year 10 Arts in Practice, assessment from three foundational units is used to determine the student's exit result. The assessment techniques used in Arts in Practice include: Project (which includes an Arts work and Planning & Evaluation of the Arts work), and Product or Performance (which includes an Arts work submission of varying mediums, modes and lengths depending on context and purpose).

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Arts in Practice (Graphic Design/New Media Art)
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

In Arts in Practice, students will develop industry-relevant skills and techniques required for interdisciplinary artmaking in New Media Arts fields, in preparation for further study or employment. Students work predominantly digitally within Adobe Creative Cloud, ProCreate and Sketchbook, learning how to navigate and use graphic and media design-related software to create Arts works suitable for given briefs. Students learn how to interconnectedly use arts techniques and processes for client-based or community-based Arts purposes.

Pathways

A course of study in Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in the creative arts and entertainment industries. Employment opportunities may be found in areas such as graphic design, branding and commercial art, freelance illustration, concept illustration, digital media and marketing, immersive graphics, printing and publishing etc.

Objectives

By the conclusion of the course of study, students should show evidence of the ability to: use techniques, skills, technologies and/or media, plan arts works in industry contexts and purposes, communicate ideas in arts works that reflect consideration of briefs, and evaluate arts works in relations to context and purpose.

Structure & Assessment

Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit. The Unit options are below:

Unit 1	Unit 2	Unit 3	Unit 4
Issues (A1 & A2) In this unit, students create and present artworks that address current issues relevant to themselves and others. They use various art forms to inform, engage, and inspire a specified audience to reflect or take action.	**Celebration (B1 & B2)** In this unit, students plan, make and evaluate an immersive arts work to communicate their experiences of identity and belonging as a 'High school senior' for the 'Reminiscence – New Media Arts Exhibition' being held later in the year.	**Clients (C1 & C2)** In this unit, students collaborate with local clients to create and present graphic designs that meet real-world branding needs. Through this process, they develop communication, flexibility, and problem-solving skills while responding to client and community expectations.	**Showcase (D1 & D2)** In this unit, students explore and respond to professional artists' works to create and present their own, developing their artistic identity and critical thinking. They engage with arts industry professionals, gaining insight into careers, marketing, and ethical issues like copyright and intellectual property.
Project Kinetic Typography Animation **Product** Experimental Photography Folio	**Project** Immersive Soundscape **Product** Time-based Media Artwork Artist statement	**Project** Branding Campaign **Product** Freelancing – multimodal pitch deck	**Project** *Inspired Folio* **Product** *Personal Portfolio*

Assessment

Students complete up to two assessment tasks for each unit. Students must demonstrate at least two Arts disciplines as either single or integrated outcomes across the assessments in each unit. The assessment techniques used in Arts in Practice include: Project (which includes an Arts work and Planning & Evaluation of the Arts work), and Product or Performance (which includes an Arts work submission of varying mediums, modes and lengths depending on context and purpose).

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Foundation Media Arts in Practice (Animation Specialisation*)
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Media Arts in Practice.

Year 10 Foundation *Media Arts in Practice* focuses on providing students with the foundational knowledge, skills and techniques required to create animations and motion graphics for real-world purposes. The course begins by introducing the 12 Principles of Animation and basic software usage and gradually increases in complexity to provide students with skills needed for the year 11 and 12 program. Students work predominantly within Adobe Creative Cloud, learning how to navigate and use motion graphics and media design-related software such as Adobe Animate, Premiere Pro, Audition and AfterEffects, however, students may utilise alternate animation software such as ToonBoom Harmony, ClipStudio Paint, Sketchbook, Procreate, etc.

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in various media arts fields, such as 2D animation (for both screen and game), special effects, sound engineering and videography. By the end of the three-year course (years 10, 11 and 12), students should have evidence of working across multiple motion-graphics genres in industry-standard software, which may be used as portfolios for work and further tertiary applications.

Objectives

By the conclusion of the course of study, students should show evidence of the ability to: use media technologies and media techniques, plan for media artworks suitable for given contexts and purposes, communicate ideas through design products and artworks, and evaluate choices made using appropriate media arts terminology and language conventions.

Structure & Assessment

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

Term 1	Term 2	Term 3	Term 4
Traditional Animation This unit focuses on traditional animation, original character design, the 12 principles of animation, hand-drawn frames and walk cycle animations.	**Animation for Storytelling** This unit focuses on learning how to create tween and frame-based animations and motion cycles whilst animating a nostalgic children's storybook.	**Foley/SFX** This unit focuses on sound design and Foley creation for use in animation and motion graphics.	**Hybrid Motion Graphics** This unit focuses on students using media artmaking software concurrently, developing workflows to combine film and animation into a music video.
Project Artwork Folio 1 – Original Character Design Folio **Media Artwork** Artwork Folio 2 – Walk Cycle Animation for Original Character	**Project** Multimodal Component– Digital Journal **Media Artwork** Artwork – Storybook Animation	**Project** Multimodal Component– Investigation Artwork – Experimental Folio	**Project** Multimodal Component (Presentation – Digital Justification Journal) Artwork – Music Video

Assessment

For 10 Foundational Media Arts in Practice, assessment from across all foundational units is used to determine the student's exit result. The assessment types used in Media Arts in Practice include: Project (which includes a Design Product and Planning & Evaluation), and Media Artwork (which includes a media-based artwork submission relating to the planned Design Product).

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Media Arts in Practice (Animation Specialisation*)
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

Media Arts in Practice focuses on providing students with the knowledge, skills and techniques required to create animations and motion graphics for real-world purposes. The course begins by introducing the 12 Principles of Animation and basic software usage and gradually increases in complexity to provide students with skills needed for the year 11 and 12 program. Students work predominantly within Adobe Creative Cloud, learning how to navigate and use motion graphics and media design-related software such as Adobe Animate, Premiere Pro, Audition and AfterEffects, however, students may utilise alternate animation software such as ToonBoom Harmony, ClipStudio Paint, Sketchbook, ProCreate, etc.

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in various media arts fields, such as 2D animation (for both screen and game), special effects, sound engineering and videography. By the end of the three-year course (years 10, 11 and 12), students should have evidence of working across multiple motion-graphics genres in industry-standard software, which may be used as portfolios for work and further tertiary applications. Year 12 students may also choose to study with Griffith University as part of their 'HeadStart' program to get a head start on their Animation Bachelor degree whilst still in school.

Objectives

By the conclusion of the course of study, students should show evidence of the ability to: use media technologies and media techniques, plan for media artworks suitable for given contexts and purposes, communicate ideas through design products and artworks, and evaluate choices made using appropriate media arts terminology and language conventions.

Structure & Assessment

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

Unit 1	Unit 2	Unit 3	Unit 4
Representations (B1 & B2) In this unit, students examine representations in the video game industry and design a platformer/side-scroller game concept that aims to challenge these and promote positive change.	**Personal Viewpoints (A1 & A2)** In this unit, students explore how media arts reflect and influence social values by responding to a societal issue through a personal media artwork. They study other artists, experiment with techniques, and consider audience, context, and purpose to shape their response.	**Community (C1 & C2)** In this unit, students explore the concept of community and ways media arts can celebrate, advocate and/or inform audiences.	**Persuasion (D1 & D2)** In this unit, students utilise their knowledge and understanding of media production, marketing and persuasion techniques to plan for and create a conceptual original series to pitch to 'Netflix' as their hypothetical client.
Project Design Products **Media Artwork** Moving Image	**Project** Design Products **Product** Animation	**Project** Design Products **Media Artwork** Animation	**Project** Netflix Original Series - Design Pitch **Media Artwork** 'Netflix' trailer or pilot episode

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Media Arts in Practice are: Project (which includes a Design Product and Planning & Evaluation), and Media Artwork (which includes a media-based artwork submission relating to the planned Design Product).

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Foundation Visual Arts in Practice
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 Visual Arts in Practice.

In Visual Arts in Practice, students engage with real-world stimuli to create artworks, exploring various modes of art-making such as 2D, 3D, digital, and time-based. They analyse problems, develop plans, and justify their artistic choices, reflecting on their own and others' work. Students demonstrate competency in using visual language and various media to communicate artistic intentions, creating both experimental and resolved artworks by synthesizing ideas developed during the process.

Pathways

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

Objectives

By the conclusion of the course of study, students should: use visual arts practices, plan artworks, communicate ideas and evaluate artworks.

Structure & Assessment

The Visual Arts in Practice course is designed around core and elective topics. Students in year 10 complete 4 units and assessments:

Term 1	Term 2	Term 3	Term 4
Colour Me Students will understand colour theory, colour psychology and applications of colour on graphic design posters.	**Adornments** Students will have an introduction to Human-centred design through planning an adornments range for client brief.	**Misfits** Student will engage in craft/multi-disciplinary arts making for Still Life artwork.	**Portfolio** Students will engage with materials to craft a response to a design brief for a brush set or personal artist book.
Project Experimental journaling and planning **Product** Resolved Artwork series (posters)	**Project** Multimodal presentation of ideas **Product** Resolved Artwork series (adornments)	**Project** Multimodal presentation of ideas **Product** Resolved Still Life artwork	**Project** Folio of stylistic experiments & Planning and Evaluation Multimodal **Product** Resolved Artwork (Artist book)

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Foundation Visual Arts in Practice include: Project (which may include an Experimental Folio, Prototype Artwork, Design Proposal, Folio of Stylistic experiments, Planning and Evaluation Multimodal) and Resolved Artwork (2D, 3D, digital or Time-based).

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Visual Arts in Practice
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

In Visual Arts in Practice, students engage with real-world stimuli to create artworks, exploring various modes of art-making such as 2D, 3D, digital, and time-based. They analyse problems, develop plans, and justify their artistic choices, reflecting on their own and others' work. Students demonstrate competency in using visual language and various media to communicate artistic intentions, creating both experimental and resolved artworks by synthesizing ideas developed during the process.

Pathways

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

Objectives

By the conclusion of the course of study, students should be able to: use visual arts practices, plan artworks, communicate ideas and evaluate artworks.

Structure & Assessment

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

Unit 1	Unit 2	Unit 3	Unit 4
Looking Outwards (Others) (B1 & B2) Students create wearable sculpture art piece that communicates a local, national or global issue.	**Clients (C1 & C2)** Students design for the KGSC community as a client and use design briefs to inform artwork choices and decisions.	**Transform and Extend (D1 & D2)** Students take inspiration from artists and artisans to create an extension of their work.	**Looking Inwards (Self) (A1 & A2)** Students create an experimental folio looking at concepts of representing self in literal and non-literal ways.
Project Design Proposal **Product** Resolved wearable sculpture	**Project** Design Proposal and experimentation **Product** Resolved community artwork/s	**Project** Stylistic Experiments **Product** Resolved artwork	**Project** Experimental Folio **Product** Resolved Artwork

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Visual Arts in Practice include: Project (which may include an Experimental Folio, Prototype Artwork, Design Proposal, Folio of Stylistic experiments, Planning and Evaluation Multimodal) and Resolved Artwork (2D, 3D, digital or Time-based).

Fees

This course attracts a fee. Refer to Fee Information (page 128).

Art and Design Excellence
School of Excellence Year 11 and Year 12 subject

School of Excellence

Art and Design Excellence is themed around the concept of "Designing Futures" and aims to connect students to the authentic design challenges of local and global communities. Over the 4-semester program, students work to build independent and collaborative design briefs supported by industry mentors and community partnerships including QUT's Faculty of Creative Industries and Griffith University. Excellence students will be involved in immersion programs, a partnership with QUT and QCA and supported to complete two University subjects over two semesters. ADE students must also select Visual Art as one of their subjects to allow the full program delivery. ADE students gain a credit for Visual Arts in Practice which focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs. **Students should apply by August 1 of Yr10 to register their interest for Yr11 ADE.**

Pathways

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

Objectives

By the conclusion of the course of study, students should: use visual arts practices, plan artworks, communicate ideas and evaluate artworks.

Structure & Assessment

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

Unit	Unit title	Assessment
Yr11 Unit B	Looking outwards (others) Wearable Art communicating a local, national or global issue.	Project - Prototype artwork & Planning and Evaluation Multimodal, and Product - Resolved wearable sculpture
Yr11 Unit C	Clients Design for the KGSC community	Project - Design proposal & Planning and Evaluation Multimodal, and Product – Resolved community artwork/s
Yr12 Unit D	Transform & extend Portfolio: Artisan	Project – Folio of stylistic experiments & Planning and Evaluation Multimodal, and Product – Resolved artwork
Yr12 Unit A	Looking inwards (self) Experimental folio communicating self	Project – Experimental folio & Planning and Evaluation Multimodal, and Product – Resolved Artwork

*Art and Design Excellence cannot be studied with Visual Art in Practice

Fees

This course attracts a fee. Refer to Fee Information (page 128).

For more information, contact Head of Department, Visual Arts.

Subject Conditions

Subject	Condition
English	C in Year 10 Foundation English
Literature	C in Year 10 Foundation English, or C in Year 10 Foundation Literature
English as an Additional Language	C in Year 10 Foundation English
Physical Education	C in Year 10 Foundation English, recommended B or above for Year 9 or 10 HPE
Health	C in Year 10 Foundation English
Accounting	C in Year 10 Foundation English, B in Year 10 Foundation Accounting (preferred)
Business	C in Year 10 Foundation English, B in Year 10 Foundation Business (preferred)
Geography	C in Year 10 Foundation English, B in Year 10 Foundation Geography (preferred)
Legal Studies	C in Year 10 Foundation English, B in Year 10 Foundation Legal Studies (preferred)
Ancient History	C in Year 10 Foundation English, B in Year 10 Foundation History
Modern History	C in Year 10 Foundation English, B in Year 10 Foundation History
Philosophy and Reason	C in Year 10 Foundation English, B in Year 10 Foundation Philosophy and Reason (preferred)
Italian	C in Year 10 Foundation English, C in Year 10 Foundation Italian (Preferred)
Japanese	C in Year 10 Foundation English, C in Year 10 Foundation Japanese (Preferred)
General Mathematics	C in Year 10 Foundation General Maths
Mathematical Methods	C in Year 10 Foundation Mathematical Methods
Specialist Mathematics	B in Year 10 Foundation Mathematical Methods or C in Foundation Specialist Mathematics **Academic Co-requisite**: Mathematical Methods
Biology	C in Year 10 Foundation English, B in Year 10 Foundation Biology (preferred)
Chemistry	C in Year 10 Foundation English, B in Year 10 Foundation Chemistry (preferred)
Engineering	C in Year 10 Foundation Math Methods, B in Year 10 Foundation Engineering/Physics (preferred) **Academic Co-requisite**: Physics
Physics	C in Year 10 Foundation Math Methods, B in Year 10 Foundation Engineering/Physics (preferred)
Psychology	C in Year 10 Foundation English, B in Year 10 Science (any)
Design	C in Year 10 Foundation English
Digital Solutions	C in Year 10 Foundation English, B in Foundation General Maths, C in Foundation Digital Solutions (preferred)
Dance	C in Year 10 Foundation English, C in Year 10 Dance (preferred) or 9 Dance
Drama	C in Year 10 Foundation English
Film, Television and New Media	C in Year 10 Foundation English (Year 10 FTVNM is beneficial but not compulsory).
General Music	Year 10 Music Excellence program or audition and interview with HOD Performing Arts
Music Extension (Yr12 only)	**Academic Co-requisite:** Students are required to undertake Year 11 and 12 General Music
Visual Art	C in Year 10 Foundation English

Subject Fee Information

Subject	Fee	Subject	Fee
Technologies		**Instrumental music**	
Year 10 Foundation Design	$10.00	Instrumental Music	$155.00*
Year 10 Foundation Furnishing Skills	$45.00	**Visual Arts**	
Year 10 Foundation Engineering Pathways	$50.00	Year 10, 11 & 12 Film TV & New Media	$30.00
Years 11 & 12 Design	$10.00	Year 10 Visual Art (per Semester)	$30.00
Years 11 & 12 Furnishing Skills	$95.00	Year 10 Arts in Practice (per Semester)	$50.00
Year 10 Hospitality (per Semester)	$75.00	Year 10 Fashion (per Semester)	$25.00
Performing Arts		Year 10, 11 & 12 Media Arts in Practice (per Semester)	$30.00
Extension Music	$40.00	Years 10, 11 & 12 Visual Arts in Practice (per Semester)	$40.00
Music in Practice	$40.00	Years 11 & 12 Fashion	$60.00
Years 10, 11 & 12 Drama	$100.00	Years 11 & 12 Visual Art (per Semester)	$50.00
Years 10, 11 & 12 Dance	$100.00	Year 11 & 12 Arts in Practice (per Semester)	$40.00
Languages			
Years 10, 11 & 12 Japanese & Italian	$40.00	**Mathematics**	
eLearning		Methods/Specialist Graphics Calculator Hire	$60.00
All eLearning Subjects - Years 10, 11 & 12	$65.00	**Health & Physical Education**	
Science		Foundation Health & Physical Education (Green Fees Golf)	$50.00
Year 10 Engineering & Physics	$10.00	Foundation Sport and Recreation Year 10(Golf, Rock Climbing & Bronze Medallion)	$230
Year 10 Foundation Science in Practice	$20.00	Sport and Recreation Year 11 (Scuba Course & Rock Climbing)	$270
Years 11 & 12 Engineering	$20.00	Sport and Recreation Year 11 (Optional Scuba Accreditation)	$395
Years 11 & 12 Science in Practice	$20.00	Sport and Recreation Year 12 (camping)	$370
		Cert III fitness Year 11 & 12	$495

* Instrumental Hire: Percussion $55, other instruments $100. These will be invoiced separately at a later date.

Excellence Program Fees

Sporting programs	Fee	Academic & Music programs	Fee
Football		**Art & Design**	
Years 10 - 12	$1,495	Years 11- 12 (per Semester)	$350
Golf		**English**	
Senior students	$5,950	Literature EXCELeration	$300
Tennis		**Music**	
Year 10 – 12	$5,250	Taiko	$270
Volleyball		Music Excellence	$110
Years 10 – 12	$1,400		
Queensland Ballet Academy (all fees include gst/for further information – refer to www.queenslandballet.com.au/academy)			
Academy program level 1 & 2	$15,090		
Academy program level 3	$14,110		
Academy program level 4	$12,135		
Academy program level 5	$10,420		
Academy program level 6	$9,185		

*All fees are subject to change.

Textbooks

Students participating in the Kelvin Grove State College Student Resource Scheme will be provided with all textbooks required for each subject. Refer to Student Resource Scheme Information Booklet on the College website for more information.

Year Level	Subject	Title
Year 11 **Note:** students will also require the Year 12 textbook in Term 4 of Year 11	Mathematical Methods	Cambridge Maths Methods 1&2
	Essential Mathematics	Cambridge Essential Maths 1&2
	General Mathematics	Cambridge General Maths 1&2
	Specialist Mathematics	Cambridge Specialist Maths 1&2
	Biology	Oxford Biology for Queensland Units 1 & 2
	Chemistry	Oxford Chemistry for Queensland Units 1 & 2
	Physics	Oxford Physics for Queensland Units 1 & 2
	Psychology	Oxford Psychology for Queensland Units 1 & 2
	Legal Studies	Legal Studies for QLD 1&2
	Accounting	Accounting: An Introductory Framework 1&2
	Business	Business for QCE: Unit 1&2
	Japanese	ii Tomo Senior Book
	Ancient History	Senior Ancient History for QLD
	Modern History	Senior Modern History for QLD
	Design	Nelson Design for QCE Units 1-4
	Industrial Graphics Skills	Technical Drawing
	Visual Art	Cambridge: Creative Inquiry
	Film, Television and New Media	Nelson Film, Television and New Media for QCE
Year 12	Essential Mathematics	Essential Maths 3&4
	Mathematical Methods	Cambridge Maths Methods 3&4
	General Mathematics	Cambridge General Maths 3&4
	Specialist Mathematics	Cambridge Specialist Maths 3&4
	Legal Studies	Legal Studies for QLD 3&4
	Biology	Oxford Biology for Queensland Units 3 & 4
	Chemistry	Oxford Chemistry for Queensland Units 3 & 4
	Physics	Oxford Physics for Queensland Units 3 & 4
	Psychology	Oxford Psychology for Queensland Units 3 & 4
	Design	Nelson Design for QCE Units 1-4
	Industrial Graphics Skills	Technical Drawing
	Japanese	ii Tomo Senior Book
	Philosophy	Philosophy Made Simple
	Geography	Senior Geography 2
	Accounting	Accounting: An Introductory Framework 3&4
	Business	Business for QCE: Unit 3&4
	Ancient History	Senior Ancient History for QLD
	Modern History	Senior Modern History for QLD
	Design	Nelson Design for QCE Units 1-4
	Visual Art	Cambridge: Creative Inquiry
	Film, Television and New Media	Nelson Film, Television and New Media for QCE

*All textbooks are subject to change.

Subject choices and Course Codes

Faculty	Year 10 Subjects		Year 11 and Year 12 Subjects	
English	ENG	Foundation English	ENG	ENGLISH
	FLT	Foundation Literature	LIT	LITERATURE
			ELX	ENGLISH & LITERATURE EXTENSION (Unit 3 & 4 only)
	FAL	Foundation English as an Additional Language	EAL	ENGLISH AS AN ADDITIONAL LANGUAGE
	FEE	Foundation Essential English	ENE	Essential English
Health & Physical Education	FPE	Foundation Physical Education	PED	PHYSICAL EDUCATION
	FRN	Foundation Sport and Recreation	REC	Sport and Recreation
	FBL	School of Excellence Football	FBL	School of Excellence Football
	GOL	School of Excellence Golf	GOL	School of Excellence Golf
	TEN	School of Excellence Tennis	TEN	School of Excellence Tennis
	VBL	School of Excellence Volleyball	VBL	School of Excellence Volleyball
	SPS	Sports Performance Analysis		
	VHL	**VET:** Certificate II & III in Health	VHL	**VET:** Certificate II & III in Health
	FHE	Foundation Health	HEA	HEALTH
			VRC	**VET:** Certificate II & III Dual Qual in Sports Coaching
			VFT	**VET:** Certificate III in Fitness
Humanities	FAC	Foundation Accounting	ACC	ACCOUNTING
	FBE	Foundation Business and Economics	BUS	BUSINESS
	VBU	**VET**: Certificate III in Business	VBU	**VET:** Certificate III in Business
			VBD	**VET:** Diploma in Business
			BSQ	Business Studies
	FGE	Foundation Geography	GEG	GEOGRAPHY
	FLG	Foundation Legal Studies	LEG	LEGAL STUDIES
	FHI	Foundation History	AHS	ANCIENT HISTORY
			MHS	MODERN HISTORY
	FPR	Foundation Philosophy and Reason	PHR	PHILOSOPHY AND REASON
			SCS	Social and Community Studies
Languages	FIL	Foundation Italian	ITL	ITALIAN
	FJP	Foundation Japanese	JAP	JAPANESE
Mathematics	FGM	Foundation General Mathematics	MAG	GENERAL MATHEMATICS
	FMM	Foundation Mathematical Methods	MAM	MATHEMATICAL METHODS
	FSM	Foundation Specialist Mathematics	MAS	SPECIALIST MATHEMATICS
	FEM	Foundation Essential Mathematics	MAE	Essential Mathematics
Science	FBI	Foundation Biology	BIO	BIOLOGY
	FCH	Foundation Chemistry	CHM	CHEMISTRY
	FEP	Foundation Engineering/Physics	EGR	ENGINEERING
			PHY	PHYSICS
	FPS	Foundation Psychology	PSY	PSYCHOLOGY
	FSP	Foundation Science in Practice	SCP	Science in Practice
Technologies	FDE	Foundation Design	DES	DESIGN
			GSK	Industrial Graphics Skills
	FGG	Foundation Engineering Pathways	VGG	**VET:** Certificate II Engineering Pathways
	FFS	Foundation Furnishing Skills	FUR	Furnishing Skills
	HSP	Hospitality	VHT	**VET:** Certificate II Hospitality
	FDG	Foundation Digital Solutions	DIS	DIGITAL SOLUTIONS
	FIT	Foundation Information and Communication Technology	ICT	Information and Communication Technology
	VIT	**VET:** Certificate III in Information Technology	VIT	**VET:** Certificate III in Information Technology
	VEI	**VET:** Certificate IV in Entrepreneurship and Innovation	VEI	**VET:** Certificate IV in Entrepreneurship and Innovation
The Arts	FDA	Foundation Dance	DAN	DANCE
	VDA	**VET:** Certificate III in Dance	VDA	**VET:** Certificate III in Dance
	FDR	Foundation Drama	DRA	DRAMA
			DRP	Drama in Practice
	MEX	Foundation Music (Excellence)	MUS	MUSIC
			MUX	MUSIC EXTENSION (Unit 3 & 4 only)
			MUP	Music in Practice
	FAR	Foundation Arts in Practice	AIP	Arts in Practice
	FTN	Foundation Film TV New Media	FTM	FILM, TELEVISION AND NEW MEDIA
	FFA	Foundation Fashion	FAZ	Fashion
	FMP	Foundation Media Arts in Practice	MAP	Media Arts in Practice
	FVA	Foundation Visual Art	ART	VISUAL ART
			ADE	School of Excellence Art & Design
	FVP	Foundation Visual Arts in Practice	VAP	Visual Arts in Practice

Key:

- **CAPITAL SUBJECTS** = General subjects
- **Shaded subjects** = Applied subjects
- **VET:** = Vocational Education and Training Certificates
- **Foundation** = Year 10 Foundation subjects