



MARSDEN
STATE
HIGH
SCHOOL

Senior Course Guide

2026



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How to use this guide

The Senior Curriculum Course Guide is a resource to plan your senior education pathway. It will provide you with information regarding this phase of your secondary schooling, including subject selection, qualifications and tertiary entrance.

Contained in this guide are outlines of the courses offered at Marsden State High School for students transitioning to Year 11 in 2027. Please note that courses will only run where sufficient student numbers exist for the classes. This decision is at the discretion of the school.

How do I choose my subjects?

In order to maximise your performance and reach your goals, you should study the subjects that you enjoy and in which you excel. It is a good idea to keep your options open by taking prerequisite subjects, however, if you choose subjects that you find too difficult, or that are not suited to you, you may actually reduce your results. This can impact on the ATAR you achieve. If a university or TAFE course you are interested in has a prerequisite subject you find too difficult at school, you should think about how you will be able to achieve what is required by that course at university level.

Important questions to consider when choosing a pathway and selecting subjects:

- What subjects do I enjoy?
- In which subjects do I perform well?
- What are the possible pathways and job clusters I am interested in?
- What are the possible university courses I am interested in pursuing?
- Am I interested in pursuing a trade or apprenticeship?
- What subjects do I need as tertiary prerequisites?

More information about prerequisites can be accessed through [QTAC 'My Path'](https://www.qtac.edu.au/studentresources/year-10) (<https://www.qtac.edu.au/studentresources/year-10>).

DO NOT choose your subjects for the following reasons:

1. "My friend is taking that subject." There are usually several classes in a subject, so even if you are doing the same subjects, you won't necessarily be in the same class.
2. "I do/don't really like the teacher." There is no guarantee that you will have any particular teacher.
3. "Someone told me that the subject is fun (or easy, or interesting)." It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.
4. "Someone told me that the subject is boring." See point 3.
5. "Someone told me that I do/don't need that subject for the course I want to take at university," or "I think this subject is better for my ATAR." Check tertiary prerequisites or see a Guidance Officer.

If you haven't already, discuss the answers to these questions with your parents/guardians, a Guidance Officer, your HOD Year Level or your MMM teacher. You may wish to write down your answers for reference when making your subject selections.

Choose very carefully

The subjects that you undertake will prepare you for Year 11 and 12. At Marsden State High School, 'blocks' of subjects (i.e. groups of subjects that are programmed at the same time on the timetable) are determined AFTER the students have chosen their subjects. Subject changes are therefore not always possible and are only permitted at certain times. Multiple subject changes in the senior phase of learning can also impact on both a student's ATAR eligibility and QCE eligibility (see QCE requirements table).

Categories of subjects

Senior subjects are grouped into four categories:

1. **Applied Subjects:** Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. Applied subjects contribute to the QCE.
2. **General Subjects:** 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 contribute to the QCE, have an external assessment component and may contribute to ATAR calculations.
3. **Extension Subjects (available option for Year 12 students):** Extension subjects are extensions of the related General subjects. Extension 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. Extension subjects contribute to the QCE, have an external assessment component and may contribute to ATAR calculations.
4. **Career Ready Options:** The flexibility of the Queensland Certificate of Education allows students to embrace a number of different pathways to education and training while still attending school. Career Ready Options are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. Career Ready Options contribute to the QCE and may contribute to ATAR calculations (a maximum of 1 applied subject or Vocational Qualification can contribute to ATAR calculations).

Career Ready Options explained

School-based Certificate and Diploma course

Several Certificate courses are offered directly through our faculties here at school as a part of the regular learning program. The benefits of selecting a certificate course offered through the school include:

- Students can access a practical course that relates directly to their future career.
- Students can gain valuable points towards their Queensland Certificate of Education (QCE).
- Students will not be required to travel off-site to complete the qualification, as they are undertaken at school as a part of the regular learning program.

Vocational Education and Training (VET) through TAFE

If the certificate courses we offer through the school do not fit with your future plans, you can also undertake a Certificate qualification through a TAFE course or other provider. Vocational Education offers students the opportunity to complete full qualifications alongside their secondary schooling and is a great study option for students seeking work or TAFE entrance beyond Year 12. For some tertiary providers, Vocational Education may be an option for students seeking entrance to university studies beyond Year 12. This should be verified directly with the tertiary institution of choice prior to commencement of the VET course. Benefits of undertaking a Certificate or Diploma level course through TAFE include those listed above, and in addition:

- Students will be better prepared for further study, having experienced the requirements of adult learning within a supported environment.
- Students will receive a foundation of study that is both experiential and practical.
- Students will be provided with a qualification that will allow direct entry into the workforce.

Resources

In MMM, students access a wide range of resources to assist them with their pathway planning. The following is a list of resources that students have used this year to help them to plan for their future studies.

- Examine career pathways and learning areas via [myfuture](#). The myfuture website is developed by Education Services Australia.
- Explore the Queensland curriculum and available subjects through the [Queensland Curriculum and Assessment Authority \(QCAA\) website](#).
- View details and requirements about tertiary courses and institutions through the [Queensland Tertiary Admissions Centre \(QTAC\) website](#).
- Investigate [21st Century Skills](#) and what they mean for study and career pathways. The 21st Century Skills are developed by Applied Educational Systems.

Website/URL details for the above hyperlinks

- [myfuture Career Profile](http://myfuture.edu.au/login): <http://myfuture.edu.au/login>
- [myfuture Career Bullseyes](https://myfuture.edu.au/bullseyes): <https://myfuture.edu.au/bullseyes>
- [QCAA website](https://www.qcaa.qld.edu.au): <https://www.qcaa.qld.edu.au>
- [QTAC website](https://www.qtac.edu.au): <https://www.qtac.edu.au>
- [21st Century Skills](http://www.aeseducation.com/career-readiness/what-are-21st-century-skills): <http://www.aeseducation.com/career-readiness/what-are-21st-century-skills>

Senior Courses, 21st Century Skills and Job Clusters.

The employment landscape is ever-changing. The rapidly changing world of work requires young people today to rethink the skills they need to build a successful career and thrive in the future. By understanding the skills and capabilities that will be most portable and in demand in the new economy, young people can work to equip themselves for the future of work more effectively. Our mindset needs to shift to reflect a more dynamic future of work where linear careers will be far less common and young people will need a portfolio of skills and capabilities, including career management skills to navigate the more complex world of work.

To support students in their decision-making processes regarding subject selection, we have undertaken an alignment and mapping process to align our subject offerings with the seven job clusters outlined from the [2017 Foundation of Young Australians in their New Work Mindset Report](https://www.fya.org.au/wp-content/uploads/2016/11/The-New-Work-Mindset.pdf) (<https://www.fya.org.au/wp-content/uploads/2016/11/The-New-Work-Mindset.pdf>) and to highlight the top three 21st Century Skills evident in each subject offering. You will see this mapping represented of the following three pages.

Students will work through this learning in their MMM lessons and reflect on their subject choices through these lenses in preparation for their Senior Success Conversation.

Year 11 – 12 students:

- MUST study either English, Literature OR Essential English
- MUST study either Essential Mathematics, General Mathematics OR Mathematical Methods
- MUST study six subjects in both Year 11 and Year 12 for the 2 year course
- STUDENTS wanting to study Specialist Mathematics must also study Mathematical Methods
- STUDENTS wanting to study Physics or Chemistry must also study Mathematical Methods

Every effort will be made to ensure that student preferences are accommodated, subject to student numbers and timetable constraints.

Example Senior Programs

Example Student A	Year 10	Year 11	Year 12
After finishing school, this student wishes to study History at university. She knows she will need to get an ATAR to gain entry into her preferred university course. She chooses the subjects in which she excels to help her to achieve these results.	Extension English	Literature	Literature
	Mathematics	General Mathematics	General Mathematics
	Prep Biology	Biology	Biology
	Prep History	Modern History	Modern History
	Prep Chinese	Chinese	Chinese
	Prep Philosophy and Reason	Philosophy and Reason	Philosophy and Reason

Example Student B	Year 10	Year 11	Year 12
This student is not 100% sure what he wants to do when he finishes school, but he would like to work in the field of design, perhaps building design or architecture. He would be open to either university or TAFE as a pathway.	English	English	English
	Extension Mathematics	Mathematical Methods	Mathematical Methods
	Preparatory Physics	Physics	Physics
	Preparatory Design	Design	Design
	Preparatory Film, Television and New Media	Film, Television and New Media	Film, Television and New Media

Example Student C	Year 10	Year 11	Year 12
This student wishes to move into the health industry when she finishes school. She is considering nutrition, dietetics and nursing. She might like to own her own business one day. She knows that she will need an ATAR to gain direct entry to university in the health sciences. At the end of Year 10, Semester 1, she articulated a career pathway and moved from Prep Legal Studies to the Allied Health Program.	English	English	English
	Extension Mathematics	Mathematical Methods	Mathematical Methods
	Preparatory Biology	Biology	Biology
	Preparatory Legal Studies	Legal Studies	Legal Studies
	Preparatory Psychology	Psychology	Psychology
	Preparatory Health	Health	Health

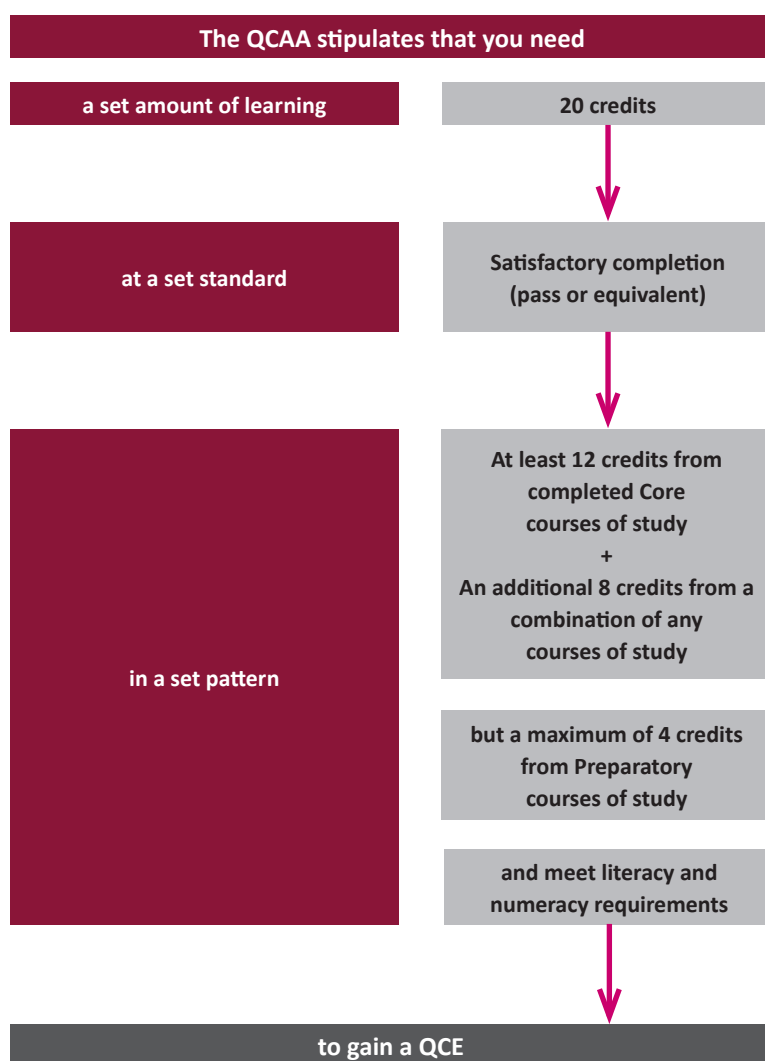
Example Student D	Year 10	Year 11	Year 12
This student intends to work full time after they graduate.	Foundation English	Essential English	Essential English
	Foundation Mathematics	Essential Mathematics	Essential Mathematics
	Preparatory Aquatics	Aquatic Practices	Aquatic Practices
	Preparatory Sports Recreation and Fitness	Certificate III in Fitness	Certificate III in Fitness
	Certificate II in Tourism	Certificate III in Tourism	Certificate III in Tourism
	Preparatory Music in Practice	Music in Practice	Music in Practice

Queensland Certificate of Education

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements. The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements at the completion of Year 12.

QCE eligibility

Marsden State High School expects all students completing Year 12 to attain a QCE as a minimum qualification standard. The Queensland Certificate of Education (QCE) qualification will be awarded to eligible students by the Queensland Curriculum and Assessment Authority (QCAA). The QCE offers flexibility in what, where and when students learn. This means that not all learning needs to take place at school. The QCE recognises broad learning options – academic, vocational education, workplace learning and university subjects. Different types of learning attract different numbers of credits.



Students in Queensland are issued with a Senior Education Profile upon completion of Year 12. For more detailed information regarding QCAA requirements, including the Senior Statement, you can visit <https://www.qcaa.qld.edu.au/senior/senior-qce>.

The following requirements must be met for a student to be eligible for a QCE.

Set amount 20 credits from contributing courses of study, including: • QCAA-developed subjects or courses • vocational education and training (VET) qualifications • non-Queensland studies • recognised studies.	Set pattern 12 credits from completed Core courses of study and 8 credits from any combination of: • Core • Preparatory (maximum of 4) • Complementary (maximum of 8).
Set standard Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.	Literacy & numeracy Students must meet literacy and numeracy requirements through one of the available learning options.

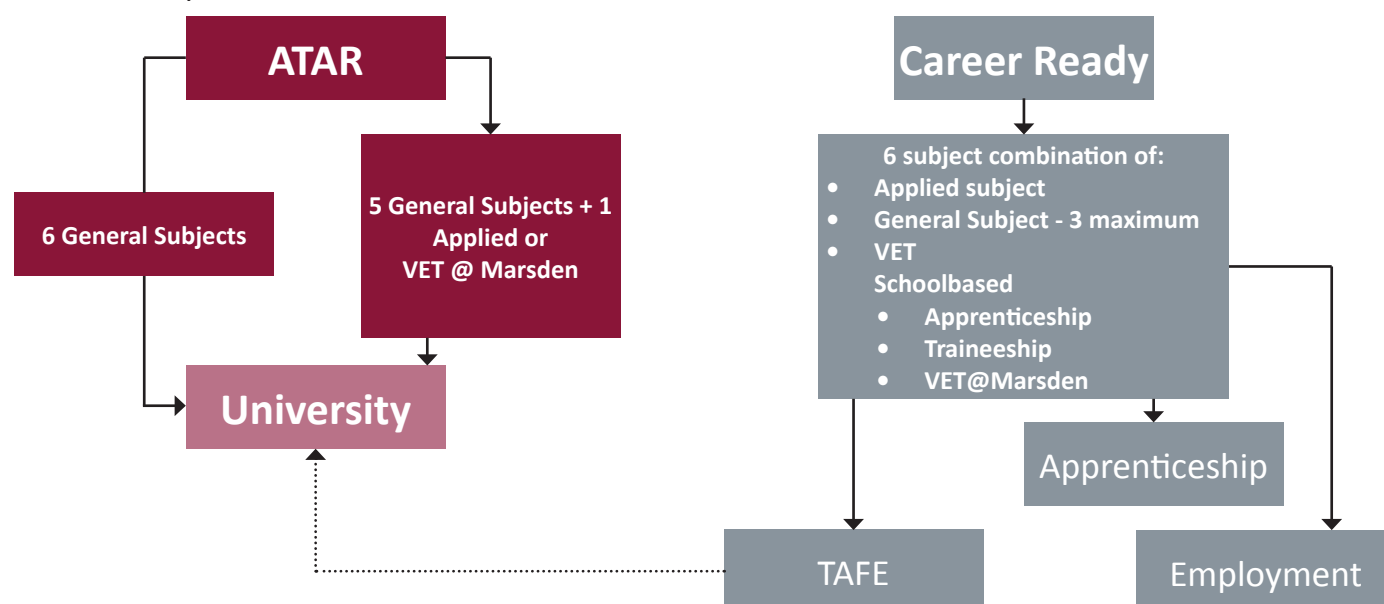
To meet the literacy and numeracy requirement for the QCE, a student must satisfactorily complete at least one unit of both English and Mathematics.

Literacy • English • Literature • Essential English	Numeracy • General Mathematics • Mathematical Methods • Specialist Mathematics • Essential Mathematics
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Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining eight credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Course	QCE credits per course
Core: At least 12 credits must come from completed Core courses of study	
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	up to 4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA
Preparatory: A maximum of 4 credits can come from Preparatory courses of study	
QCAA Short Courses	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA
Complementary: A maximum of 8 credits can come from Complementary courses of study	
QCAA Short Courses • QCAA Short Course in Career Education	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Senior Pathways



School-Based Apprenticeships and Traineeships

School-based apprentices and trainees (SATs), typically students in years 10, 11 and 12 are trained in the workplace and with a supervising registered training organisation (SRTO), in their chosen apprenticeship or traineeship while continuing to study towards their Queensland Certificate of Education (QCE). All SATs are paid for time spent working with their employer.

Advantages of SATs

- SATs allow more flexibility and variety for young people who prefer hands-on learning to traditional schooling pathways
- Young people employed as SATs develop workplace skills, knowledge, confidence and a competitive edge when applying for jobs
- All SATs participate in vocational training that contributes to a Certificate II or III qualification that are recognised nationally and are recorded as part of the QCE
- SATs are paid while they learn workplace skills, gain confidence and adapt to a work environment
- SATs are funded under the User Choice program. SATs are exempt from paying student contribution fees to the SRTO whilst they are at school

Some students complete traineeships whilst they are at school, while others go onto finish their apprenticeship or traineeship either full-time or part-time after they have left school. SAT's must not complete in less than 12 months unless they have completed the minimum paid work requirement.

School Support to undertake a SAT

- The school will work with a student to modify their timetable to include time for working with the employer and SRTO
- The school, student, their parent/guardian, employer and SRTO will negotiate the Education, Training and Employment Schedule (ETES) which outlines when the student is at school, work or training
- The training plan and ETES will vary from student to student, depending on their school, training and work requirements

It is expected that the employer will provide 7.5 hours per week of paid employment. The employer may provide the equivalent of a 'day' employment as part days across the week. Periods of paid employment must never fall below the minimum of 375 hours (50 days) per 12 month period from the commencement of the training contract. For training contracts in Electrotechnology, a minimum of 600 hours (80 days) of paid employment must be provided each 12 months. Entry into Electrotechnology apprenticeships is limited to students in Years 11 and 12 only.

A student's work and/or training must impact on their school timetable for the arrangement to be considered a SAT, rather than a part-time apprenticeship or traineeship.

For more information: <https://training.qld.gov.au/apprenticeshipsinfo>

Costings

Please note: Student Resource Scheme Fee Do Not Include Any Of The Following

- Interschool Sport
- Sports, Arts or Academic Excellence Programs
- Subject Levy Charges
- Excursions
- Extra Curricular Activities
- Items on the Booklist
- Any External Studies (Example- Cert III)

All optional extras will be invoiced separately as required:

Excellence Program

Fees include the cost of competition fees, university and club experiences, transportation, access to Skilled mentors and coaches and access to superior opportunities. This list is not wxhaustive of all inclusions.

Excellence Program	2027 Fee
Academic (Years 10-12)	\$150.00
Performing Arts (Music and Dance)	\$150.00
Sports (Rugby League, Football, Basketball, Volleyball, Netball)	\$150.00

Subject Levies

Some subjects incur additional fees due to the extra resources required beyond those included in SRS. A detailed list of these fees for each year level is provided below. Please note these fees may change.

Department	Year	Subject	Fee per Semester
Digital Technologies	11 & 12	Hospitality Practices	\$75
		Fashion	\$25
Industrial Design Technologies	11	Industrial Technology	\$40
	12	Industrial Technology	\$25
Science	11	Aquatic Practices	\$15
	12	Aquatic Practices	\$30
	11 & 12	Science in Practice	\$15
	11 & 12	Food and Nutrition	\$75
Health and Physical Educationn	11 & 12	Sport and Recreation	\$70
The Arts	11 & 12	Cert III in Music	\$50
	11 & 12	Cert III in Dance	\$75

Non-participation in the Student Resource Scheme (SRS)

Materials to Be Purchased for All Year Levels

Parents who choose not to participate in the Student Resource Scheme will be required to purchase the following materials for their student. Please note that this list includes textbooks and novels only. Additional resources may also be required for some subjects and they will need to be purchased seperately.

Year 11	
Maths	
Maths Quest 11 Specialist Mathematics	\$79.95
Mathspace QCE Specialist Mathematics Unit 1-2	\$65.00
Maths Quest 11 Mathematical Methods	\$79.95
Mathspace QCE Mathematical Methods Units 1-2	\$65.00
Maths Quest 11 Essential Mathematics	\$82.50
Mathspace QCE Essential Mathematics Unit 1-2	\$65.00

Year 11	
English (use 2-3 English Books)	
Macbeth, Romeo and Juliet, The Merchant of Venice, The Book Thief, The Handmaid's Tale, The Crucible, Never Let Me Go, The Curious Incident of the Dog in the Night-Time, Blackrock, Twelve Angry Men, Montana 1948, Stasiland, The Shoe-Horn Sonata, The Wife of Martin Guerre, Collected Poems, Sometimes Gladness: Collected Poems, Selected poems, Poetry Anthology Four Short Stories.	Price Range from \$7.99- \$30.00
Humanities	
Modern History 11	\$69.95
Ancient History 11	\$69.95
Legal Studies 11	\$65.00
Geography 11	\$60.00
Business 11	\$55.00
Philosophy: A Text with Readings	\$50.00
Political Ideologies: An Introduction	\$60.00
Global Politics for Queensland	\$75.00
Sociology in Focus	\$45.00
Science	
Pearson Chemistry 11	\$85.00
Pearson Physics 11	\$85.00
Pearson Biology 11	\$85.00
Science for Queensland	\$90.00
HPE	
Physical Education for Queensland Units 1-2	\$69.95
Health for Queensland Units 1-2	\$65.00
Technologies	
Digital Solutions for Queensland Units 1-2	\$69.95
Design for Queensland Units 1-2	\$69.95
Year 12	
Maths	
Maths Quest 12 Mathematical Methods	\$79.95
Mathspace QCE Mathematical Methods Units 3-4	\$65.00
Maths Quest 12 Specialist Mathematics	\$79.95
Mathspace QCE Specialist Mathematics Unit 3-4	\$65.00
Maths Quest 12 Essential Mathematics	\$79.95
Mathspace QCE Essential Mathematics Unit 3-4	\$65.00
English (use 2-3 English Books)	
Hamlet, King Lear, The Handmaid's Tale, Never Let Me Go, The Book Thief, The Crucible, Stasiland, The Wife of Martin Guerre, Montana 1948, Twelve Angry Men, Collected Poems, Sometimes Gladness: Collected Poems, Selected Poems, Poetry Anthology, Four Short Stories, Growing Up Asian in Australia, Terra Nullius, Shorts, Unmasked	Prices range from \$15.99- \$30.00
Humanities	
Modern History 12	\$69.95
Ancient History 12	\$69.95
Legal Studies 12	\$65.00
Economics 12	\$65.00

Year 12	
Humanities	
Geography 12	\$60.00
Business 12	\$55.00
Global Politics for Queensland	\$75.00
Philosophy: A Text with Readings	\$50.00
Sociology in Focus	\$45.00
Voting in Australia	\$30.00
Science	
Physics 12	\$90.00
Chemistry 12	\$90.00
Biology 12	\$90.00
Pearson Physics 12	\$85.00
Pearson Chemistry 12	\$85.00
Pearson Biology 12	\$85.00
HPE	
Physical Education for Queensland Units 3-4	\$69.95
Health for Queensland Units 3-4	\$65.00
Technologies	
Digital Solutions for Queensland Units 3-4	\$69.95
Design for Queensland Units 3-4	\$65.00

School Payment Policy

Any Student not participating in the Student Resource Scheme will not be entitled to keep practical projects and/or assignments completed at school using materials purchased by the school as part of the Scheme.

School policy is that prior to any non-compulsory school activity such as competitions, performances, camps, senior jerseys, formals or sporting activities that all outstanding fees be paid in full and approved payment arrangements entered into for all current fees.

Students entering in Excellence Programs are required to join the Student Resource Scheme.

Australian Tertiary Admission Rank (ATAR)

What is an ATAR?

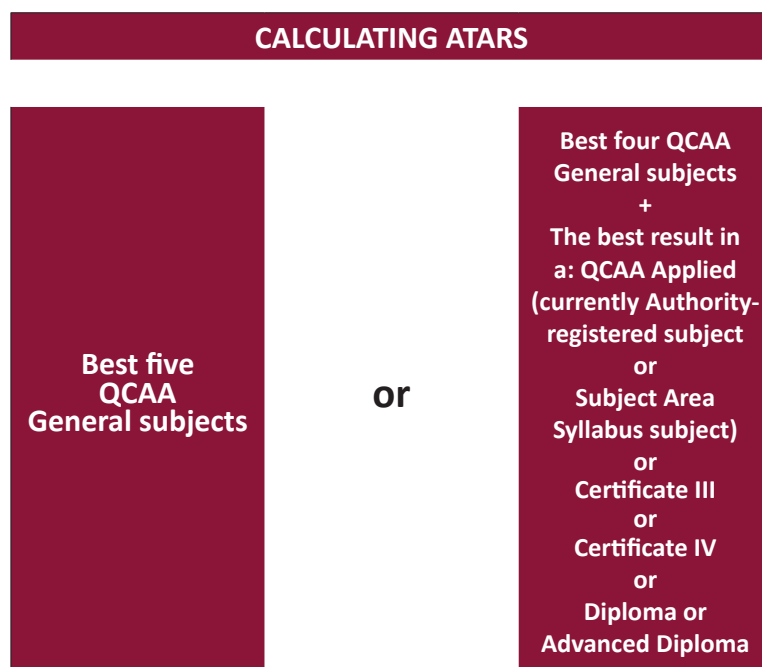
- The ATAR is a fine grained rank order of students.
- It is a number between 0.00 and 99.95 with increments of 0.05.
- The ATAR is commonly used in other states and territories of Australia.

Calculating ATARs

The Queensland Tertiary Admissions Centre (QTAC) is responsible for calculating students' ATARs.

QTAC will calculate ATARs based on either:

- a student's best five General subject results, or
- a student's best results in a combination of four General subject results, plus one applied learning subject result or VET.



ATAR eligibility

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a C or above in one of four school offered English subjects - English, Essential English, Literature or English and Literature Extension.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR. University prerequisite studies should be considered when choosing an English subject.

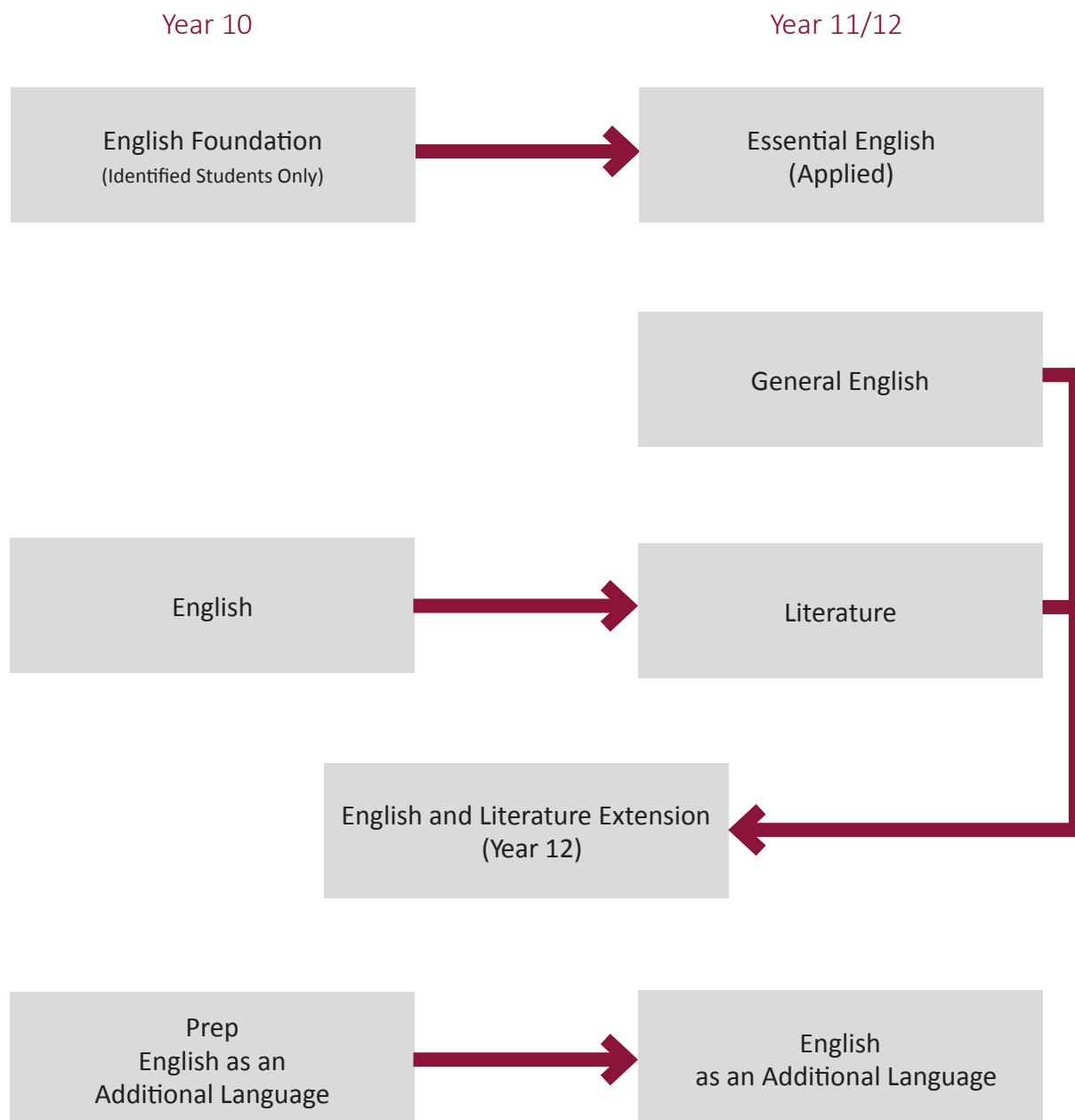
Only one result for the same subject taken as a General subject and via Senior External Examination can be included in the ATAR. For example, it is not possible to include both the General subject Chinese and the Senior External Examination subject Chinese in your ATAR.

For more information about the ATAR, visit the [QTAC website](https://www.qtac.edu.au): <https://www.qtac.edu.au>

English



Learning area: English



English

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

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

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and nonliterary 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

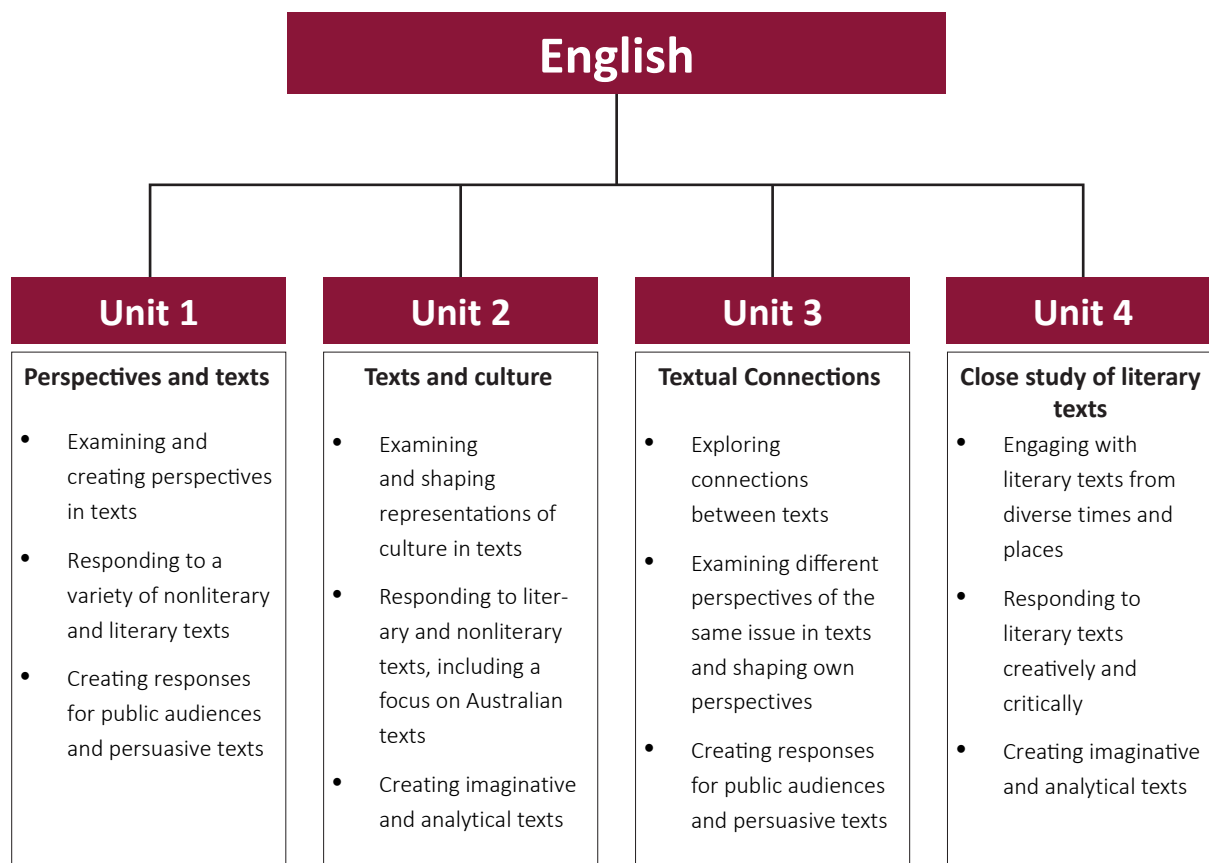
A course of study in English promotes openmindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

A C standard on General English is a prerequisite for many university courses.

Objectives

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

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



Assessment:

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

Unit 1		Unit 2	
Formative internal assessment FIA1	25%	FIA3	25%
Examination response- comparative analytical written response (short story and editorial article up to 1300 words)		Examination extended imaginative written response (in response to Australian poetry- 700-900 words)	
FIA2	25%	FIA4	25%
Extended response- persuasive spoken response (multimodal speech in response to media text up to 7 mins)		Examination extended written response (in response to a Shakespeare text 700 –900 words)	

Summative 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 of 100. Students will also receive an overall subject result (A-E).

Unit 3		Unit 4	
IA 1	25%	IA3	25%
Extended response- persuasive spoken response (speech in response to media text up to 8 minutes)		Extended response – imaginative spoken/ multimodal response (up to 8 minutes)	
Summative internal assessment IA2	25%	Summative external assessment EA	25%
Extended response – comparative analytical written response (short story and editorial article, up to 1500 words)		Examination extended written response (in response to text from prescribed text list)	

English as an Additional Language

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 higherorder 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 nonliterary 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 nonliterary 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 openmindedness, 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.

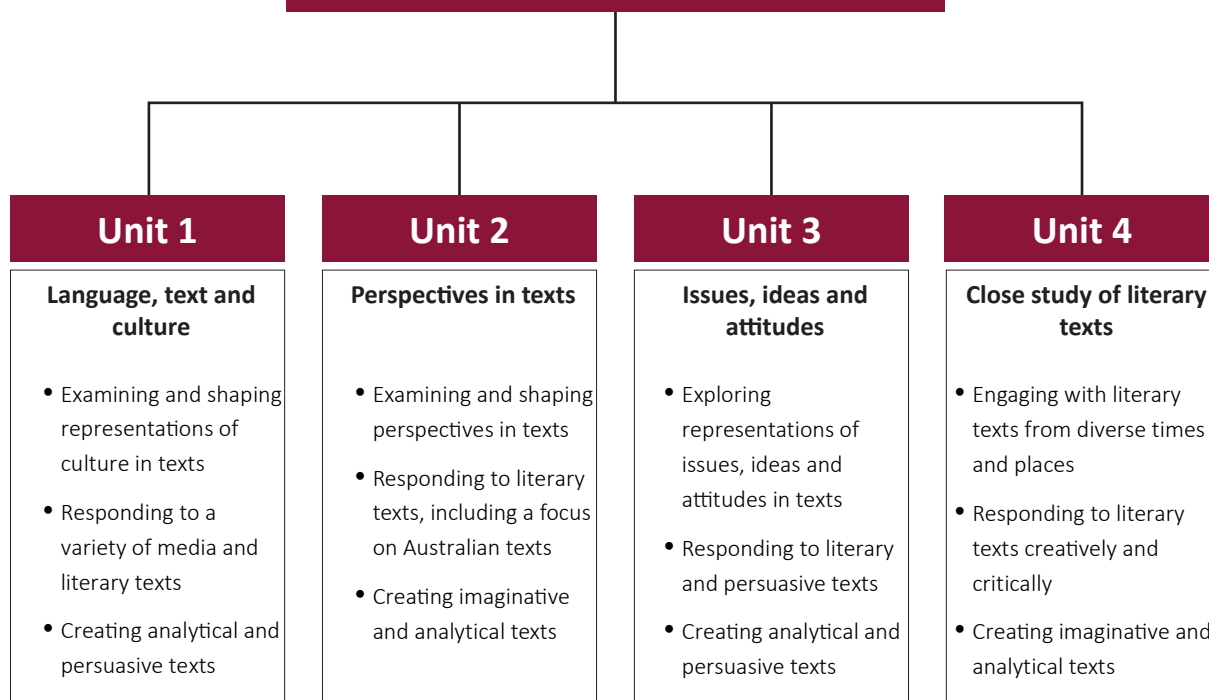
A minimum C standard in a General English subject is a prerequisite for many university courses. Please check that your preferred University accepts EAL as a General English equivalent.

Objectives

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

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

English as an Additional Language



Assessment:

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

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1)	25%	FIA3	25%
Examination—extended comparative analytical response (short story and editorial article 2 hours)		Extended response—imaginative spoken (monologue, up to 7 minutes)	
FIA2	25%	FIA4	25%
Extended written response persuasive (script from media text, up to 1100 words)		Examination: extended analytical response (Shakespeare text 700–900 words)	

Summative 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 of 100. Students will also receive an overall subject result (A-E).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
Examination – analytical written response (2 hours)		Extended response – imaginative spoken/multimodal response (up to 8 minutes)	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
Extended response – persuasive written response (up to 1200 words)		Examination – analytical extended response (2 hours)	

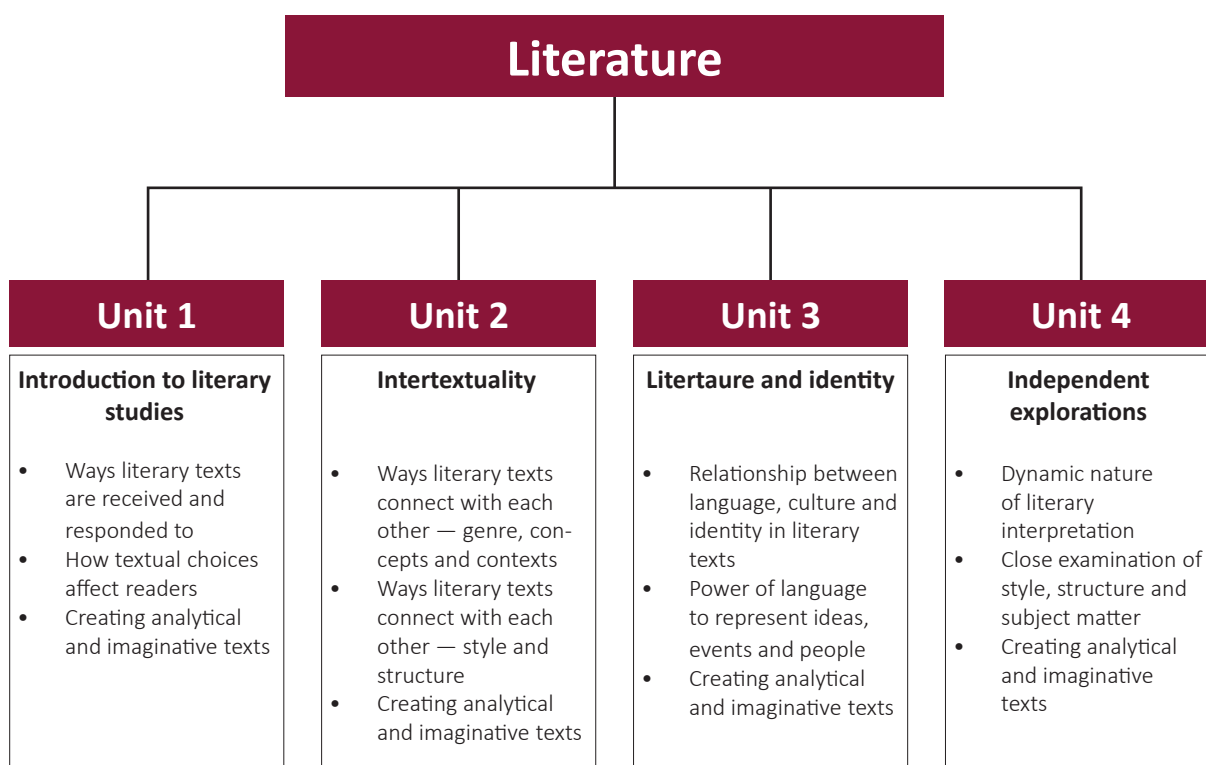
Literature

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

- the skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- the skills to 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
- enjoyment and appreciation of literary texts and the aesthetic use of language
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers By the conclusion of the course of study, students will: use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode appropriate features to achieve particular purposes

What are the units I will study in Year 11 and 12?



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 1		Unit 2	
Formative internal assessment (FIA1)	25%	Formative internal assessment (FIA3)	25%
Examination- analytical written response (700- 900 words) 2 hours plus 15 minutes planning time)	25%	Extended response- imaginative written response (up to 1800 words)	25%
Formative internal assessment (FIA2)		Formative internal assessment (FIA4)	
Extended response- imaginative spoken/multimodal response (up to 8 minutes)		Examination- analytical written response (700-900 words)	25%
Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
Examination- analytical written response (2 hours plus 15 minutes planning time)		Extended response- imaginative written response (up to 2000 words)	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
Extended response- imaginative spoken/multimodal response (up to 9 minutes for multimodal, or up to 8 minutes for spoken)		Examination- analytical written response	

Costs:

It is expected that students participate in BYOD. Please see page 162 for further information and device specifications.

English and Literature Extension

English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences.

The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

In English & Literature Extension, students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

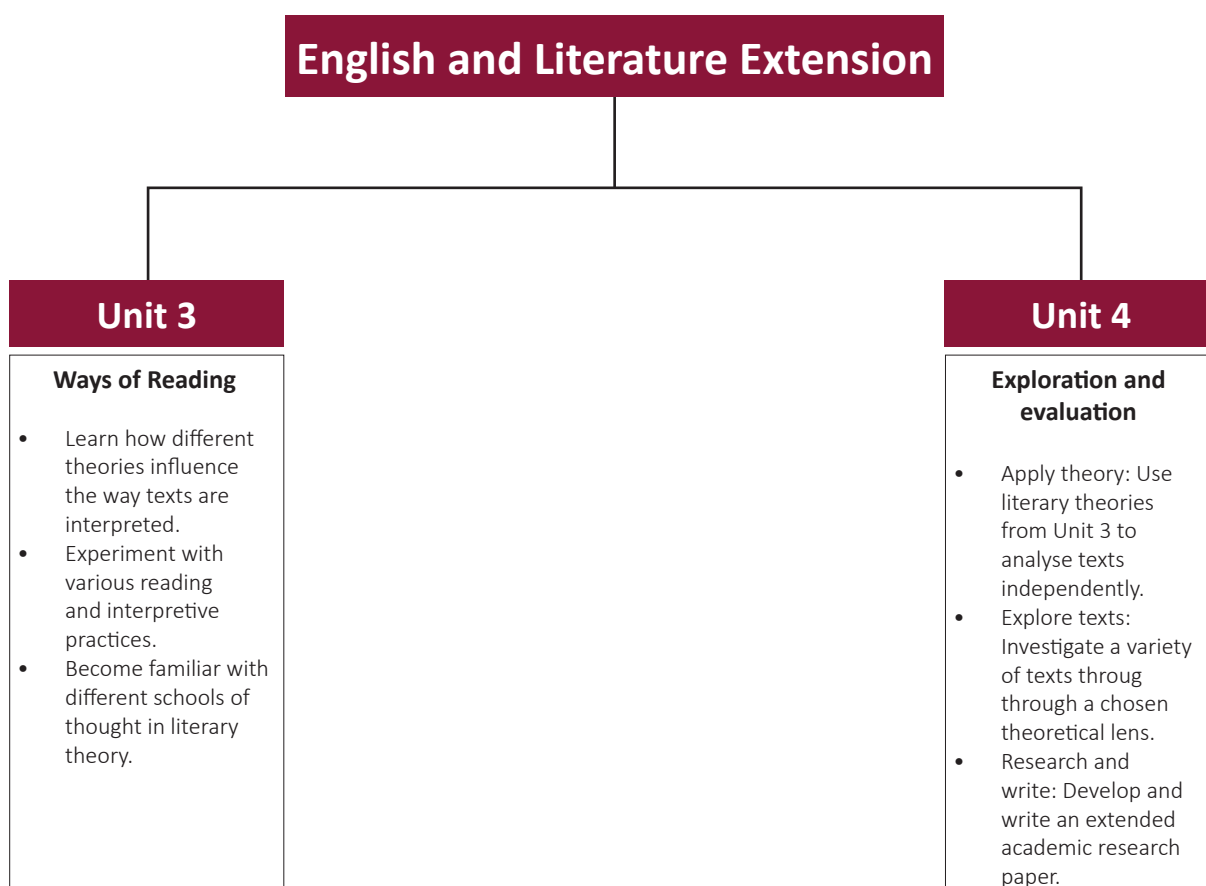
Pathways

English & Literature Extension fosters students' capacity to think critically, engage with diverse perspectives, and communicate with clarity and purpose—skills essential for active local and global citizenship. Through the study of texts and theories, students deepen their understanding of cultural, social, and ethical issues, equipping them to contribute thoughtfully to conversations that shape communities and the wider world.

Objectives

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

- Demonstrate understanding of literary texts studied to develop interpretation/s.
- Demonstrate understanding of different theoretical approaches to exploring meaning in texts.
- Demonstrate understanding of the relationships among theoretical approaches.
- Apply different theoretical approaches to literary texts to develop and examine interpretations.
- Analyse how different genres, structures and textual features of literary texts support different interpretations.
- Use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions.
- Use textual features in extended analytical responses to create desired effects for specific audiences.
- Evaluate theoretical approaches used to explore different interpretations of literary texts.
- Evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them.
- Synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence.



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	
IA 1:	20%	IA 3:	35%
Reading defence- written response up to 2000 words.		Academic research paper- up to 3000 words.	
IA 2:	20%	Summative external assessment (EA):	25%
Defence of a complex transformation- written up to 800 words/multimodal up to 5 minutes/spoken or multimodal up to 10 minutes.		Examination- extended written response (in response to three short stories)- 120 minutes working time.	

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 everyday, social, community, further education and workrelated 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 nonliterary 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.

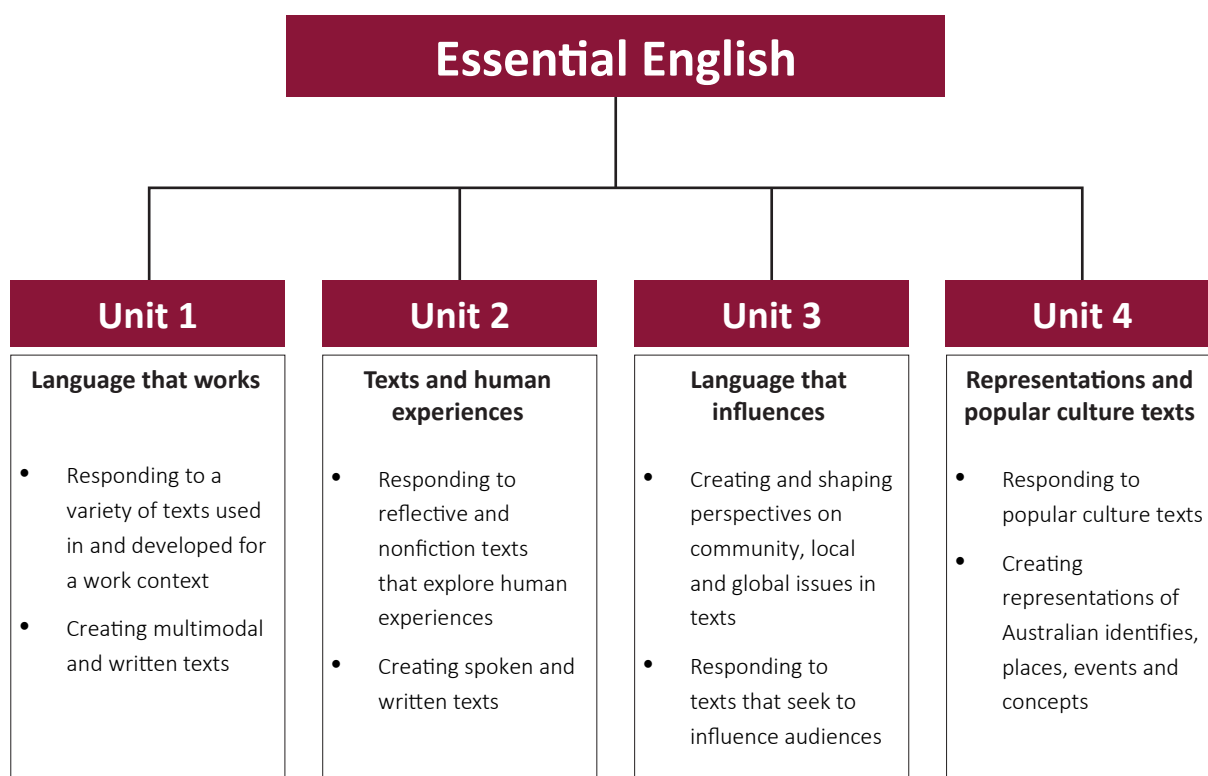
Pathways

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

Objectives

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

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



Assessment:

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

Unit 1	Unit 2
FIA1: Extended spoken response (spoken/signed up to 5 minutes)	FIA3: Extended response (spoken multimodal, up to 5 minutes)
FIA2: Examination short response (90 minutes).	FIA4: Extended response (written response, up to 700 words)

Summative assessments:

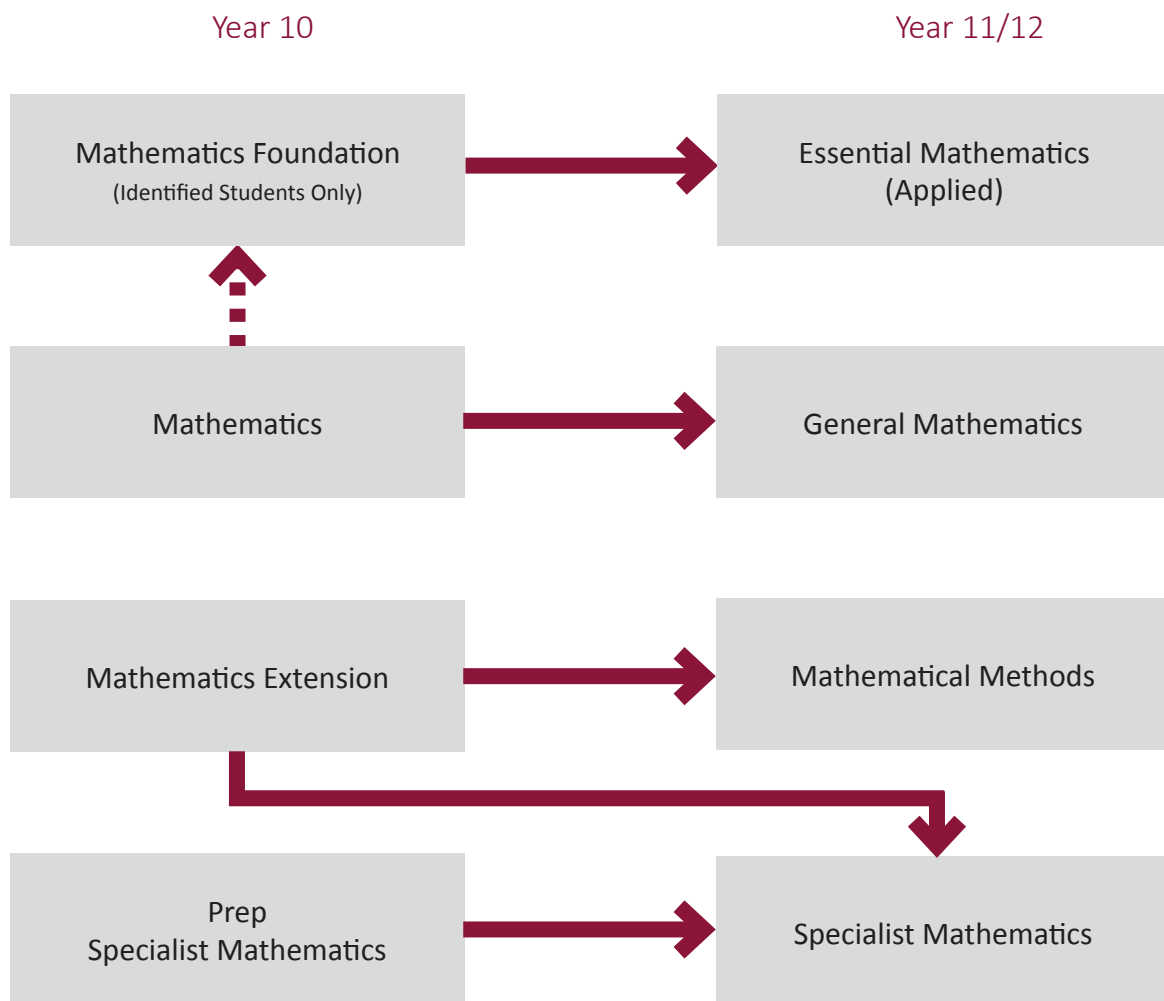
In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Unit 3	Unit 4
IA1 Extended response spoken/signed response (up to 6 minutes or signed equivalent)	IA3 Extended response (spoken multimodal response, up to 6 minutes, or signed equivalent)
IA2 Common internal assessment (CIA) – short response examination (90 minutes)	IA4 Extended response (written response, up to 800 words)

Mathematics



Learning area: Mathematics



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 nonlinear 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 realworld 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.

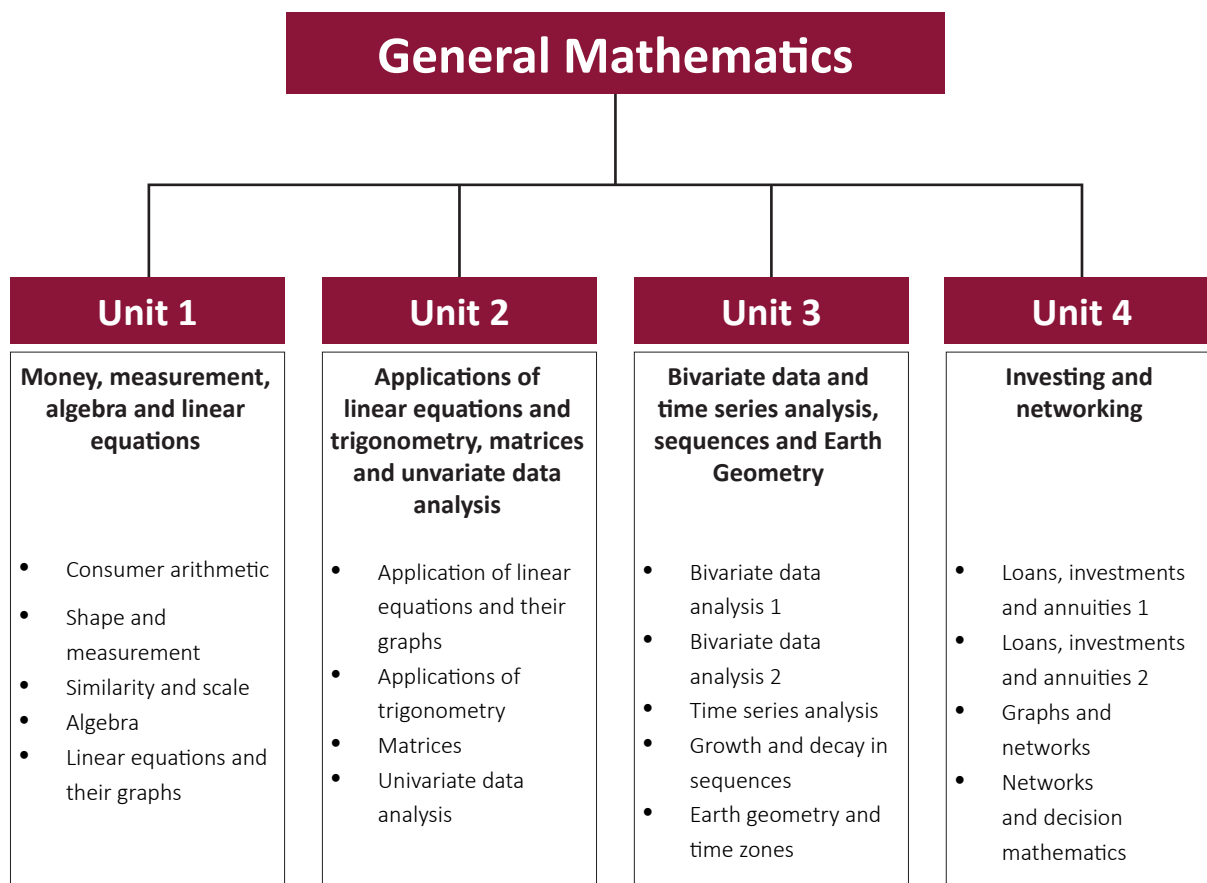
Pathways:

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.

Objectives:

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

- Recall mathematical knowledge.
- Use mathematical knowledge.
- Communicate mathematical knowledge.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.



Assessment:

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

Summative assessments:

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.

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

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 realworld problems, becoming critical thinkers, innovators and problemsolvers.

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.

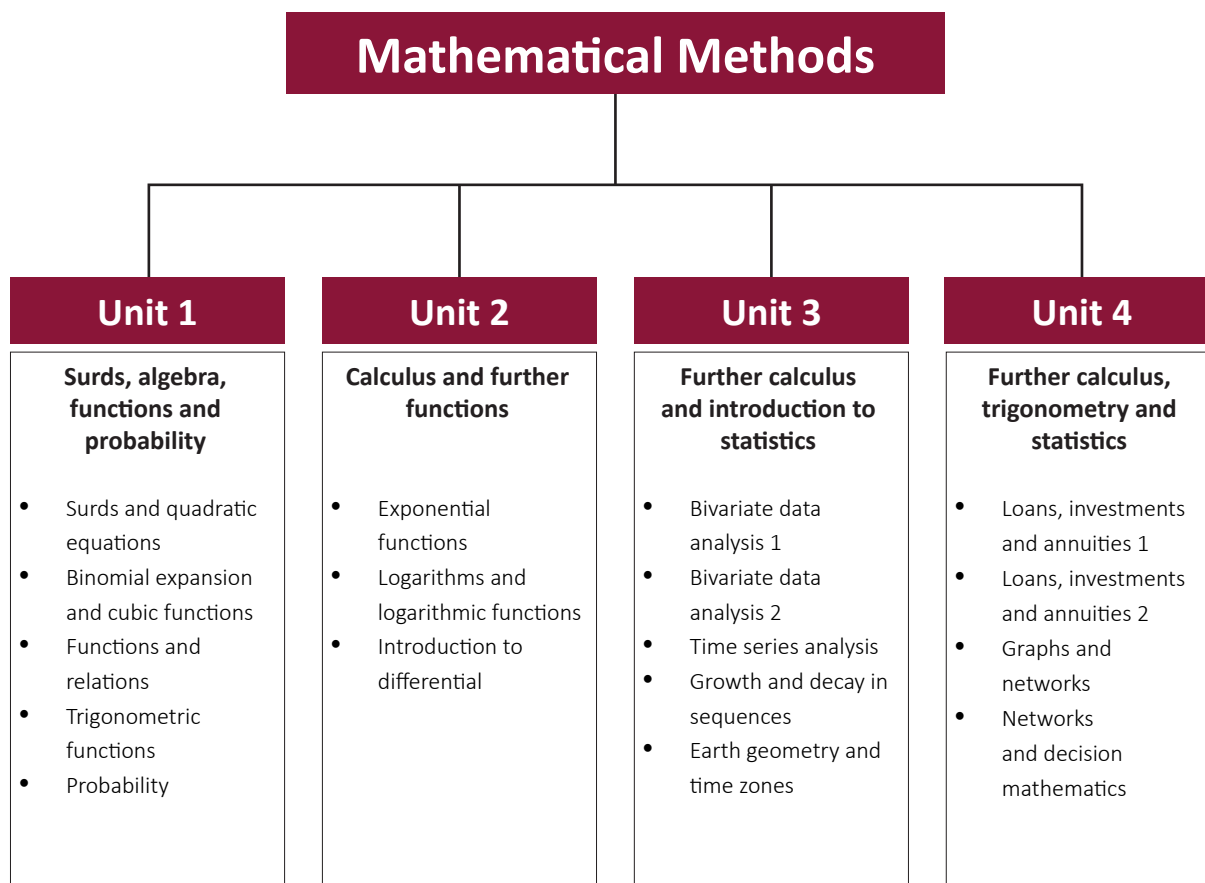
Pathways:

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.

Objectives:

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

- Recall mathematical knowledge.
- Use mathematical knowledge.
- Communicate mathematical knowledge.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.



Assessment:

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

Summative assessments:

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.

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

Specialist Mathematics

Specialist Mathematics is of roughly the same difficulty as Mathematical Methods, however builds on the content taught in Methods. Therefore, students taking Specialist must also choose Mathematical Methods.

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.

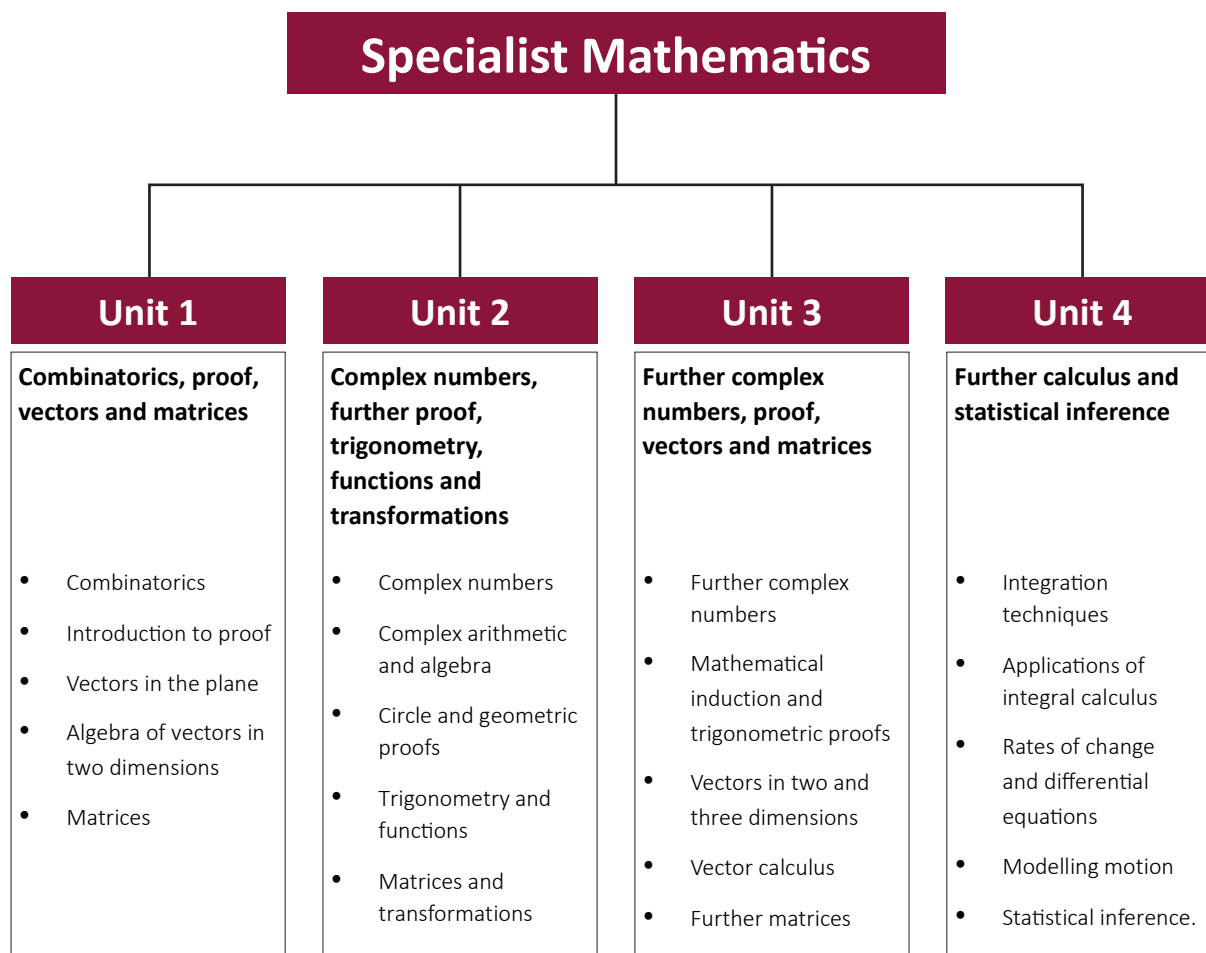
Pathways:

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.

Objectives:

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

- Recall mathematical knowledge.
- Use mathematical knowledge.
- Communicate mathematical knowledge.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.



Assessment:

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

Summative assessments:

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

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

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, problemsolving and reasoning, which develops students into thinking citizens.

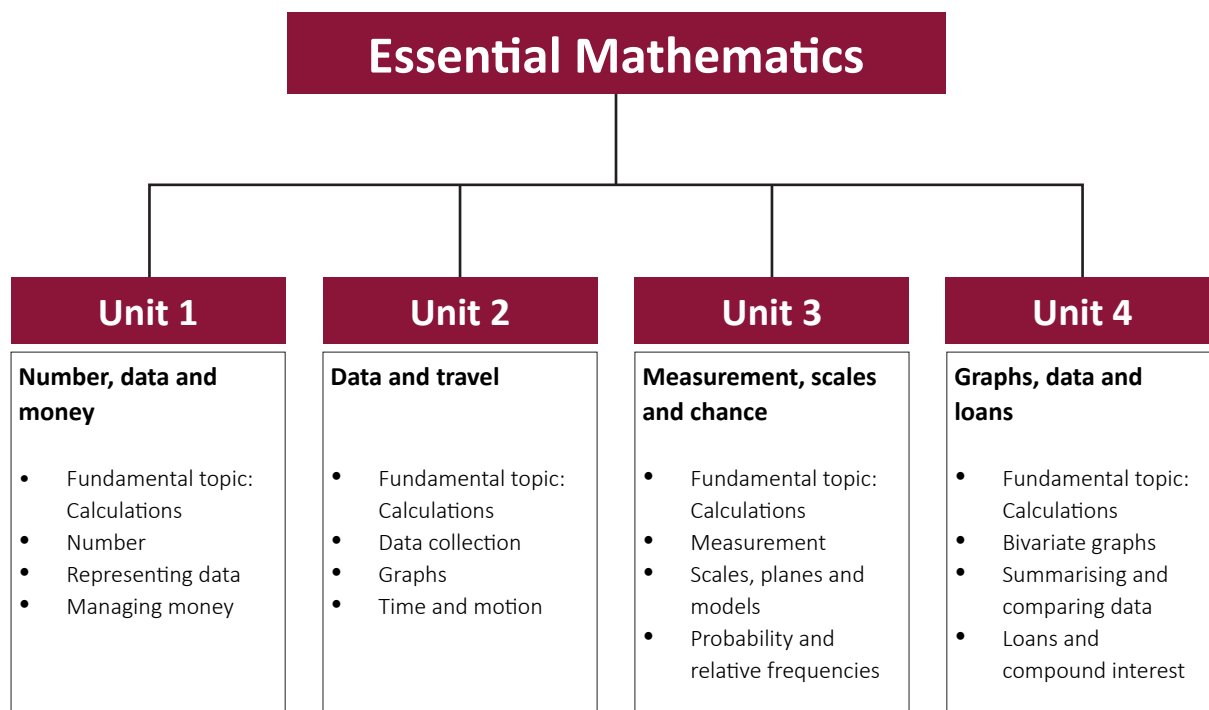
Pathways:

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.

Objectives:

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

- Recall mathematical knowledge.
- Use mathematical knowledge.
- Communicate mathematical knowledge.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.



Assessment:

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

Summative assessments:

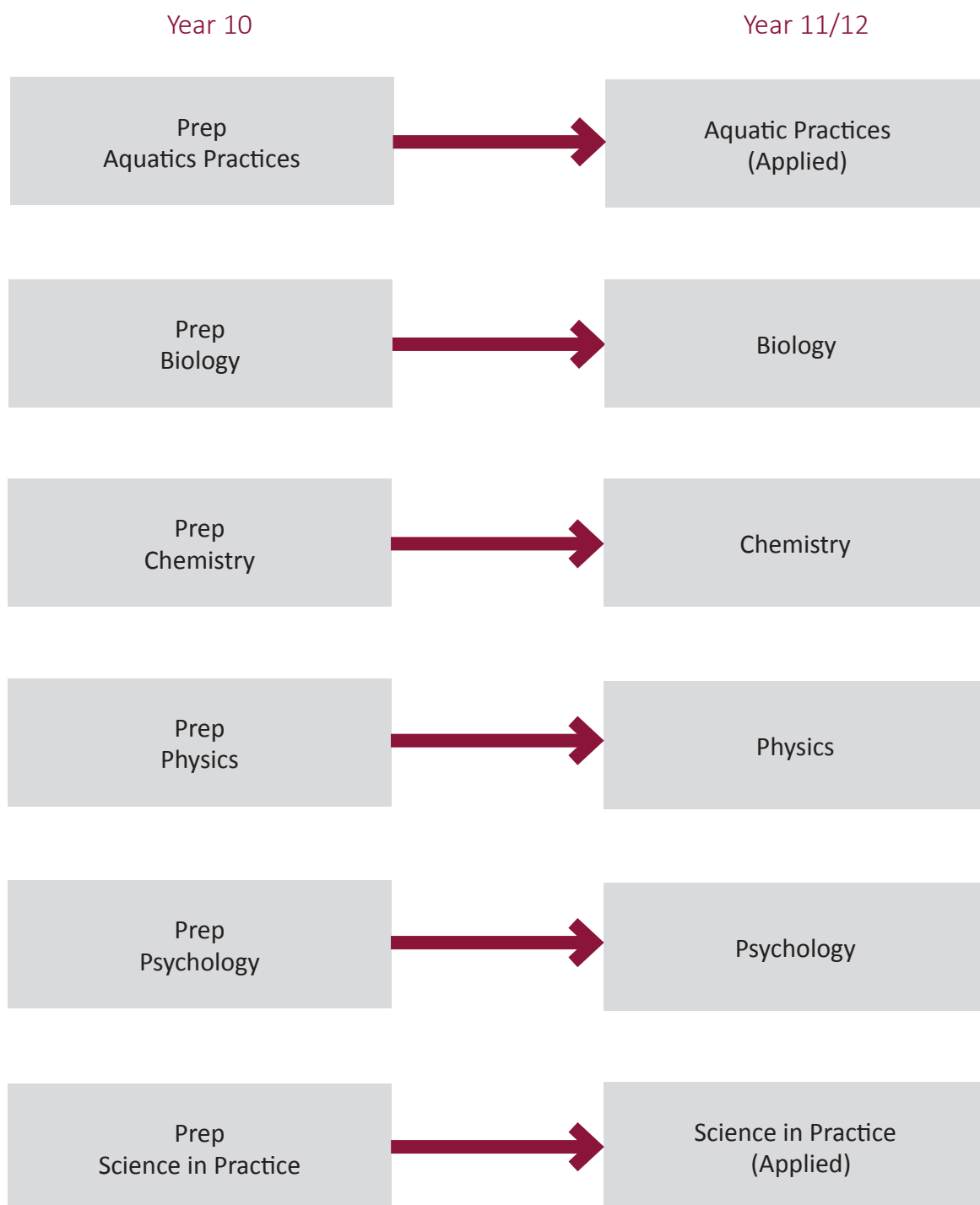
In Units 3 and 4 students complete four summative assessments. Schools develop three summative assessments and the common internal assessment (CIA) is developed by the QCAA.

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

Science



Learning area: Science



Aquatic Practices

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

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

Projects and investigations are key features of Aquatic Practices. 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 aquatic contexts.

By studying Aquatic Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

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 aquatic situations.

Pathways:

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

Objectives:

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

- Describe ideas and phenomena
- Execute procedures
- Analyse information
- Interpret information.

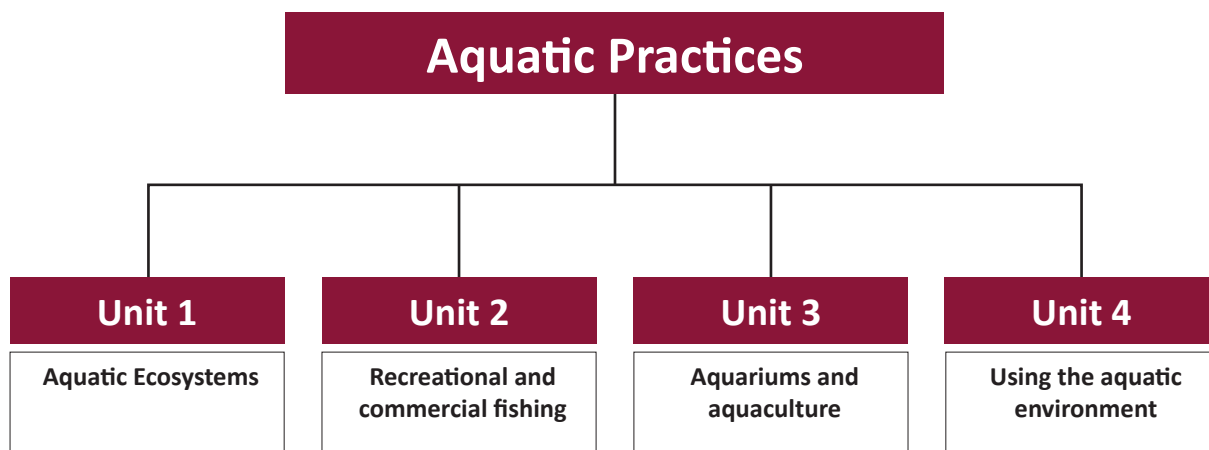
Special Costs and Conditions:

Students (and parents) selecting this subject will be required to sign a Consent Form prior to enrolment in the subject. This form details the risk involved in the subject, the requirements of the course and fees required. Involvement in the program is only permitted if you agree to the following fees:

- Student levy (to cover equipment and resources) — \$50 per semester (across the two years of study)
- Additional costs for excursions* - Up to approximately \$150 (depending on year level)

**Participation in the multiple excursions is also an expectation of the course. These are compulsory to attend as they form part of the course/ assessment requirements.*

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

Students complete two assessment tasks for each unit. The assessment techniques used in Aquatic Practices 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): up to 7 minutes, 10 A4 pages, <i>or</i> equivalent digital media Written: up to 1000 words
Practical project:	Students use practical skills to complete a project in response to a scenario.	Completed project One of the following: Product: 1 Performance: up to 4 minutes Documented process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidencebased decisions about current scientific issues.

Biology aims to develop students:

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidencebased arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to 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.

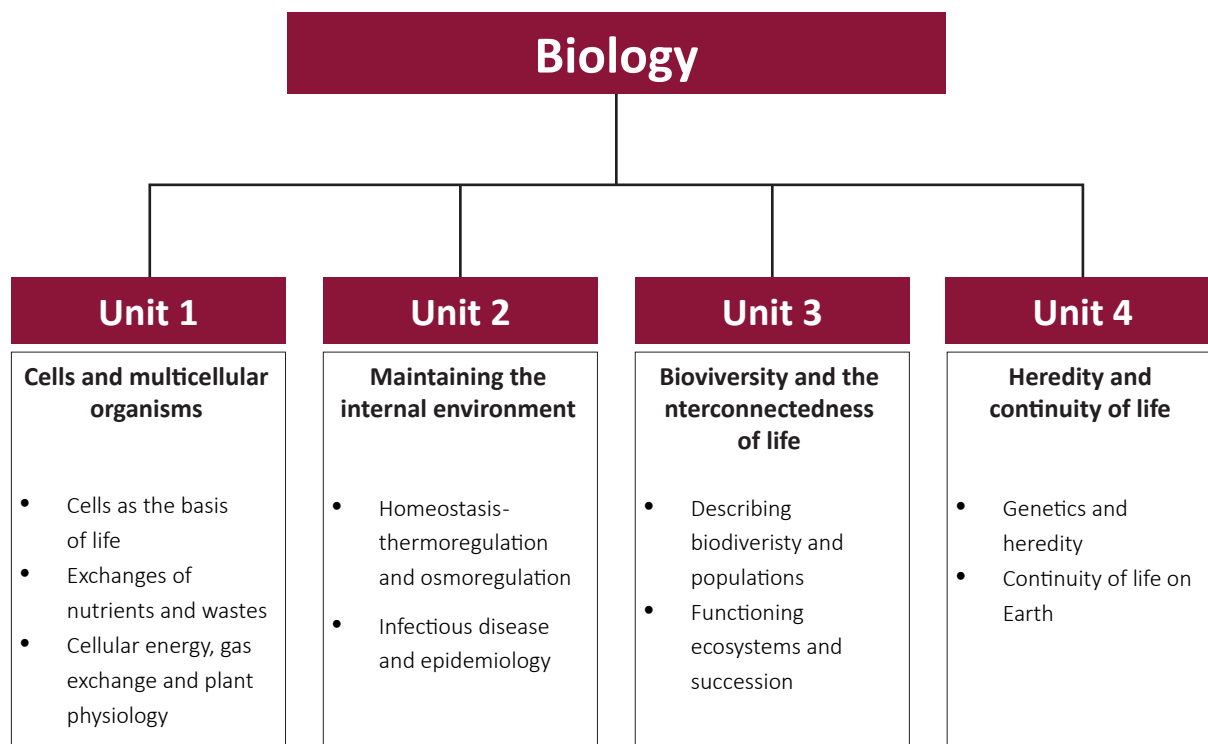
Objectives:

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

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

Summative assessments:

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)	10%	Summative internal assessment 3 (IA3)	20%
Data test		Research investigation	
Summative internal assessment 2 (IA2)	20%	Summative external assessment (EA)	50%
Student experiment		Examination- Combination response	

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students:

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their everchanging world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decisionmaking
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature

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.

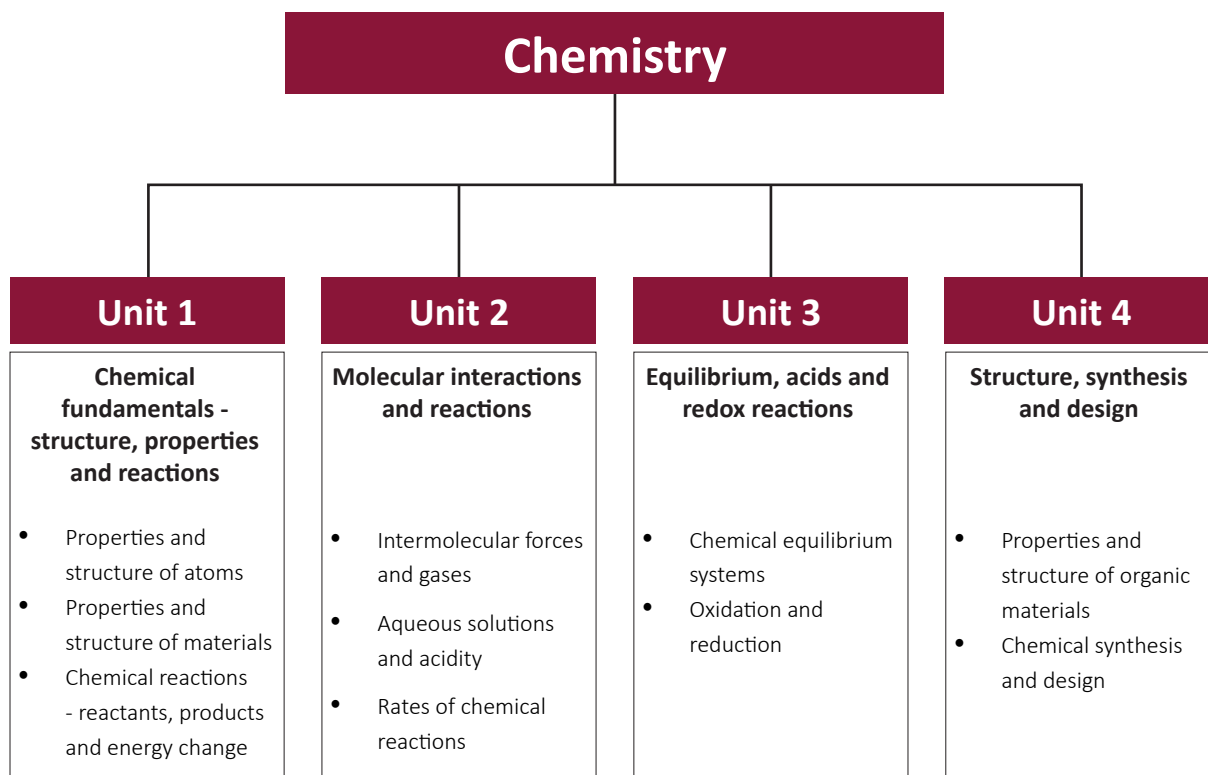
Objectives:

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

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

Summative assessments:

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

Physics

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidencebased decisions about current scientific issues.

Physics aims to develop students:

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres

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.

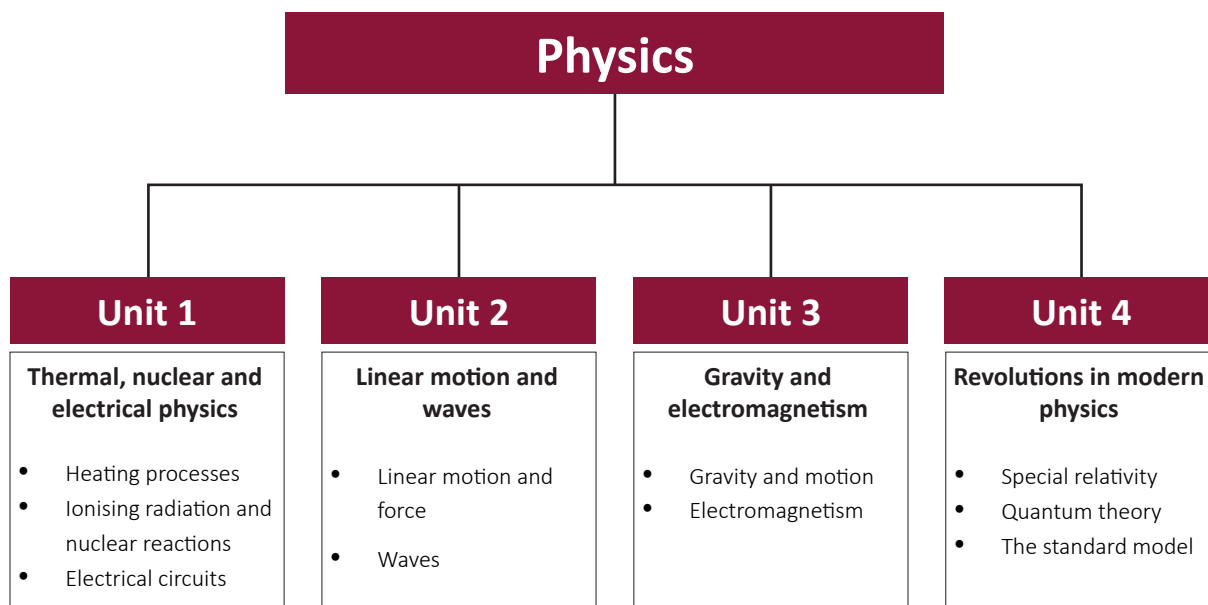
Objectives:

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes.
- investigate phenomena

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

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

Summative assessments:

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

Psychology

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and crosscultural psychology.

Psychology aims to develop students:

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres

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.

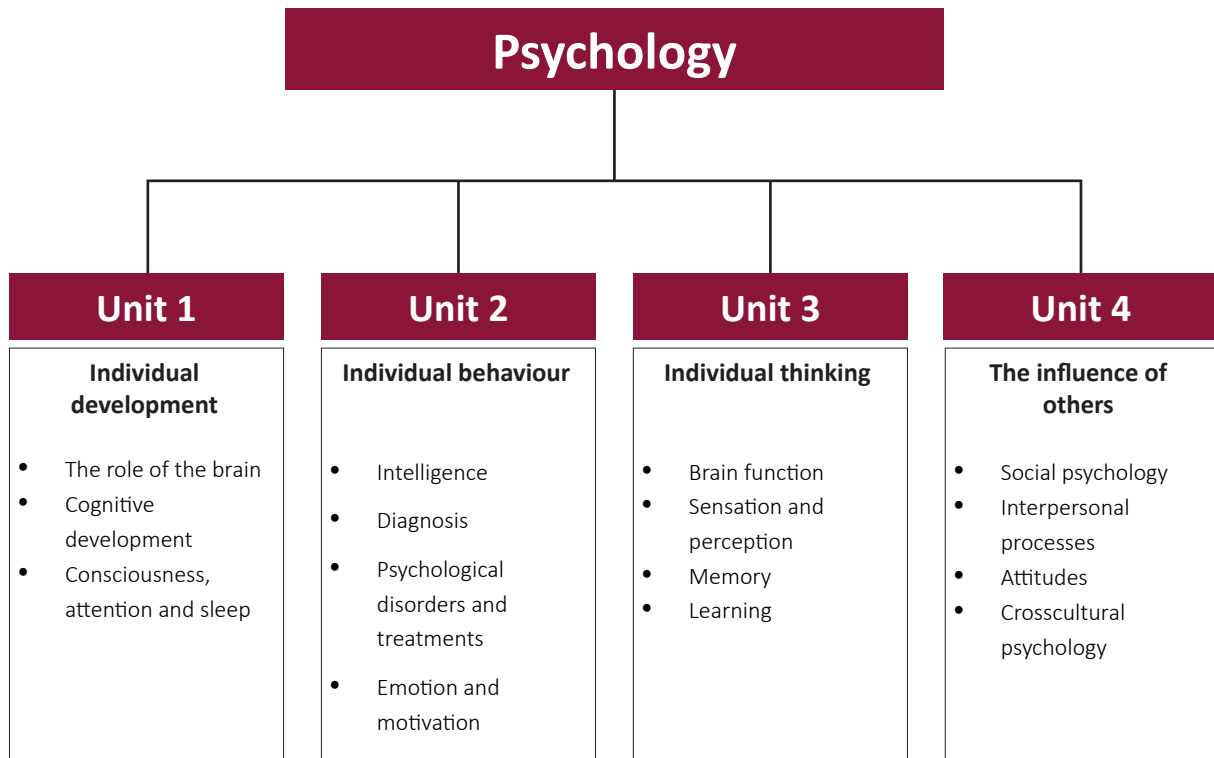
Objectives:

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes.
- investigate phenomena

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

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

Summative assessments:

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

Science in Practice

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 practicalbased theory to produce realworld 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 realworld and/or lifelike scientific contexts.

By studying Science in Practice, students develop an awareness and understanding of life beyond school through authentic, realworld interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

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:

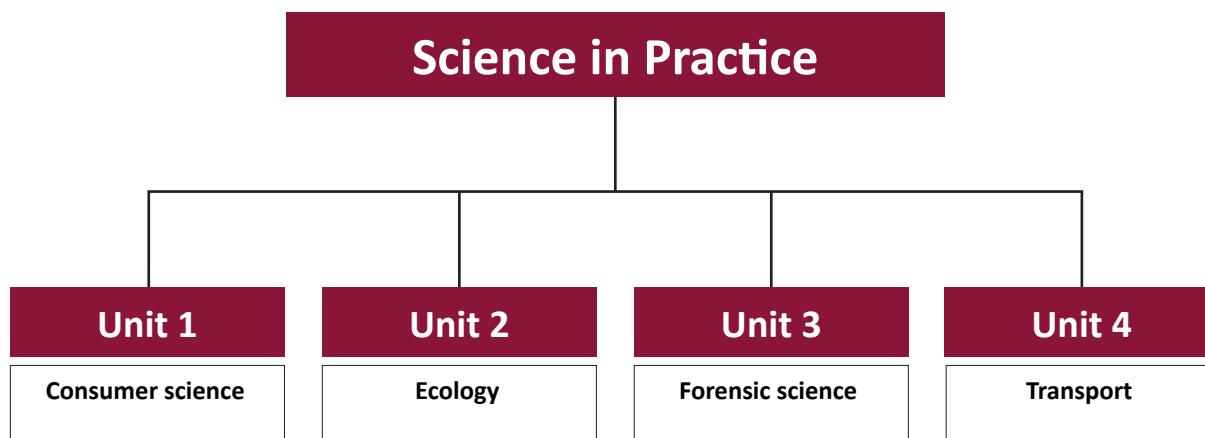
By the conclusion of the course of study, students will:

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

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.

What are the units I will study in Year 11 and 12?



Assessment:

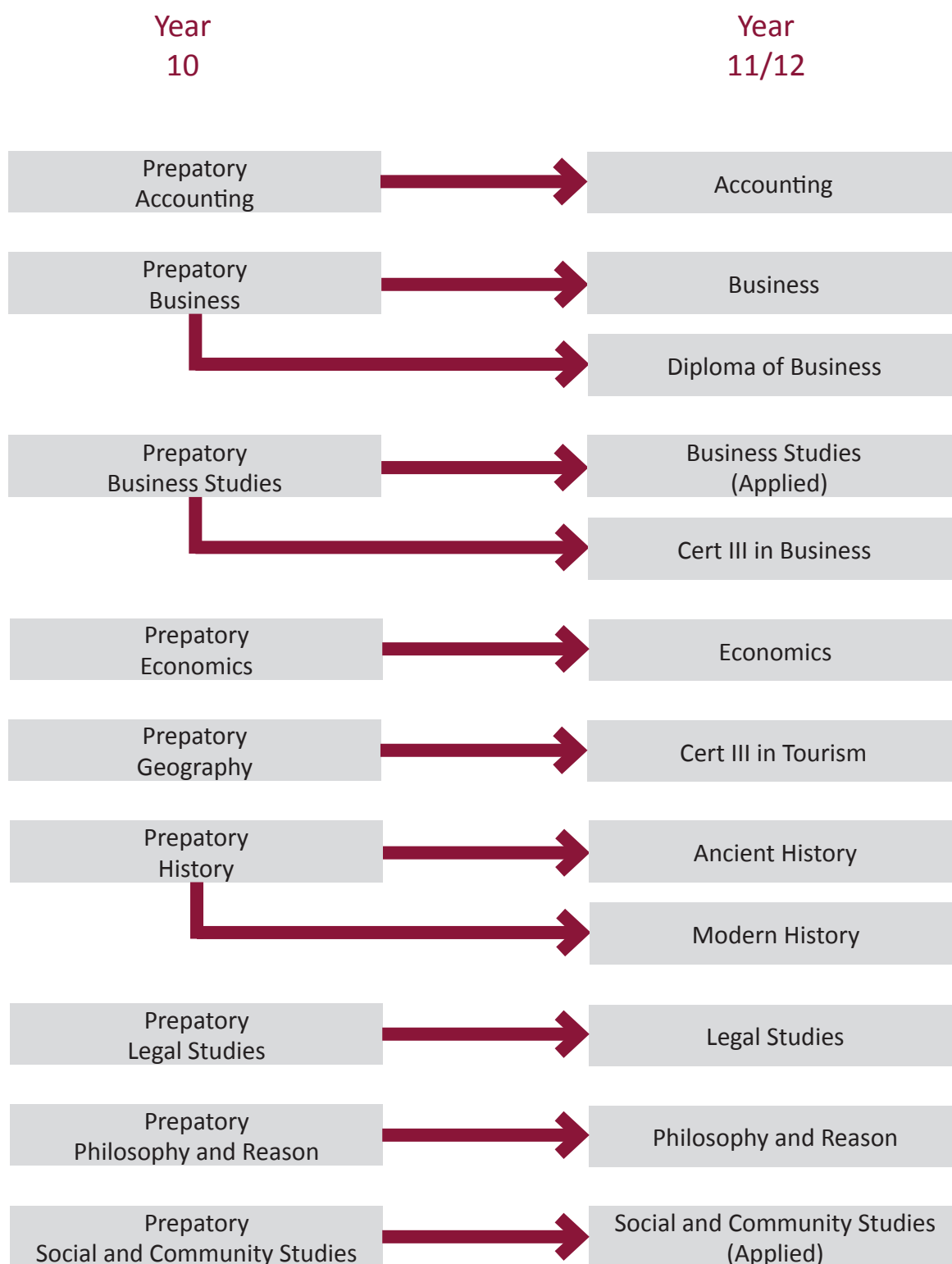
Students complete two assessment tasks for each unit. The assessment techniques used in Aquatic Practices are:

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): up to 7 minutes, 10 A4 pages, <i>or</i> equivalent digital media Written: up to 1000 words
Practical project:	Students use practical skills to complete a project in response to a scenario.	Completed project One of the following: Product: 1 Performance: up to 4 minutes Documented process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Humanities



Learning area: Humanities



Accounting

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decisionmaking. The overarching context for this syllabus is the realworld expectation that accounting involves processing transactions to develop financial statements and reports to stakeholders. Digital technologies are integral to accounting, enabling realtime access to vital financial information.

Accounting aims to develop students:

- Fundamental concepts such as accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis
- synthesise data and other financial information, evaluate practices of financial management, solve authentic accounting problems and make and communicate recommendations
- students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources

The numerical, literacy, technical, financial, critical thinking, decisionmaking and problemsolving skills learned in Accounting enrich the personal and working lives of students. Problemsolving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

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 commerc

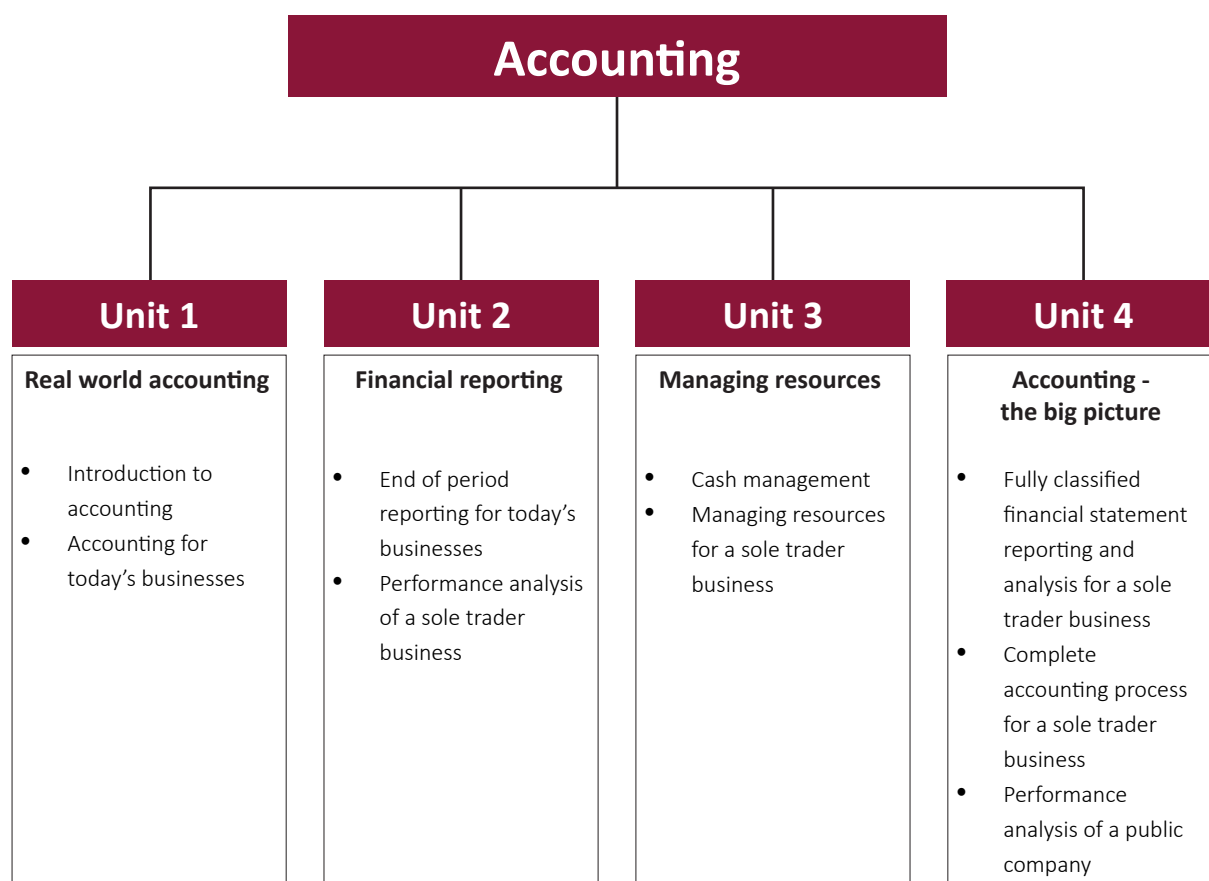
Objectives:

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

- comprehend accounting concepts, principles and processes
- synthesise accounting principles and processes
- analyse and interpret financial data and information
- evaluate practices of financial management to make decisions and propose recommendations.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

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

Summative assessments:

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)	25%	Summative internal assessment 3 (IA3)	25%
• Project- Cash management		• Examination- combination response	
Summative internal assessment 2 (IA2)	25%	Summative external assessment (EA)	25%
• Examination- combination response		• Examination- combination response	

Ancient History

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students 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.

Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Ancient History aims to develop students:

- Understanding historical issues—such as problematic nature of evidence
- Pose historical questions about the past
- Explore differing perspectives in texts
- Skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically
- students become knowledge creators, productive and discerning users of technology, and empathetic, openminded global citizens

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.

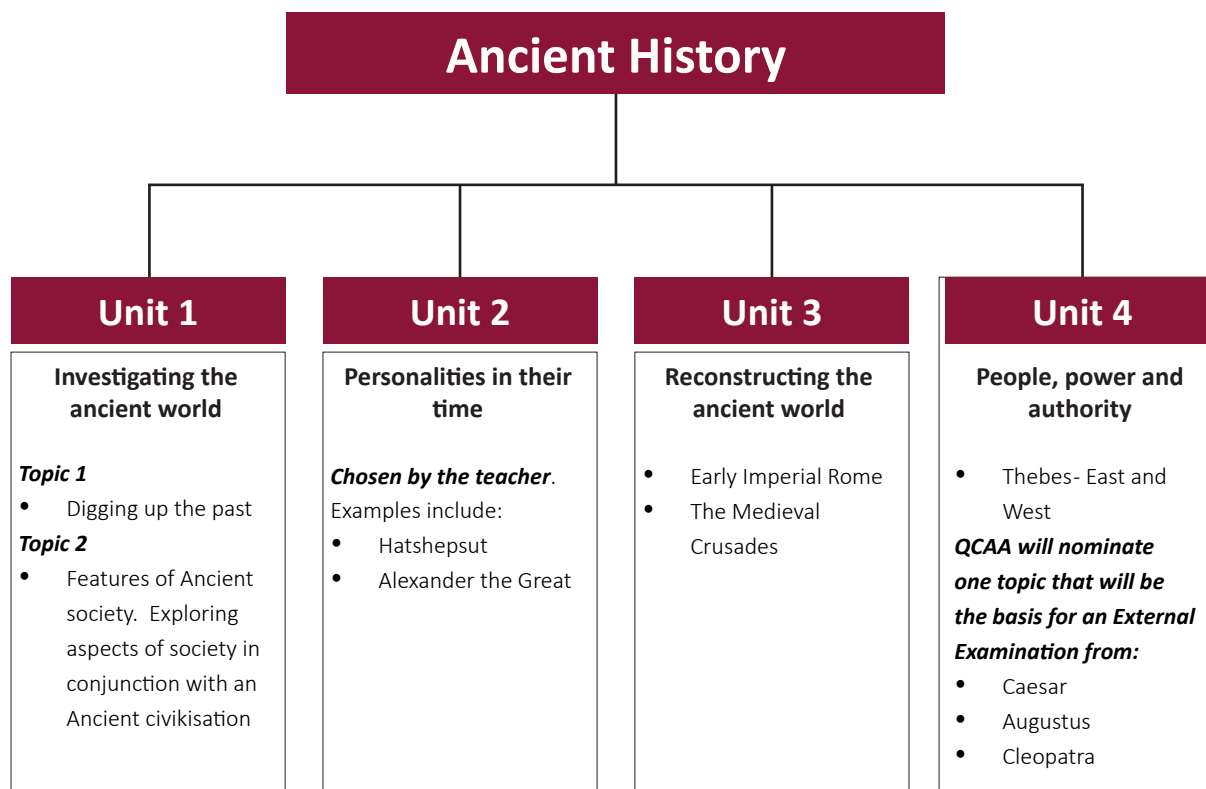
Objectives:

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

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

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

Summative assessments:

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)	25%	Summative internal assessment 3 (IA3)	25%
Examination- extended response		Investigation- historical essay	
Summative internal assessment 2 (IA2)	25%	Summative external assessment (EA)	25%
Investigation		Examination- short responses to historical sources	

Business

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology focused and innovation driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students investigate the business life cycle from the seed to postmaturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Business aims to develop students:

- Integrates an Inquiry approach—critical observers of business practices
- use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information
- evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought
- 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.

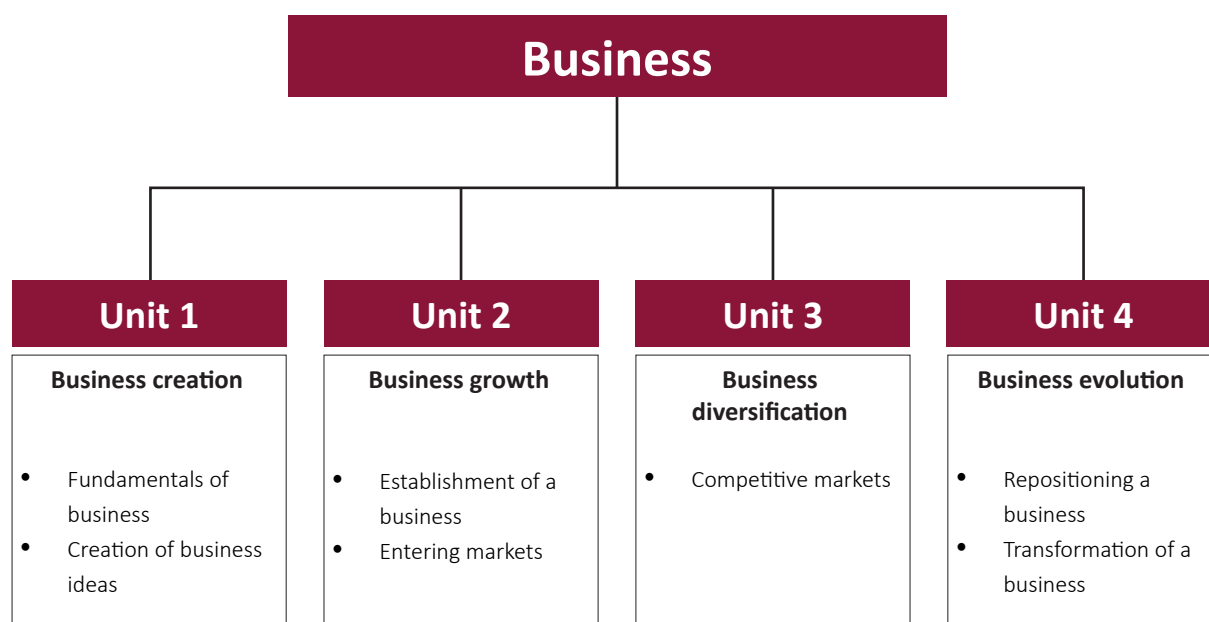
Objectives:

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

- describe business situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

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

Summative assessments:

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)	25%	Summative internal assessment 3 (IA3)	25%
Examination- combination response		Extended response- feasibility report	
Summative internal assessment 2 (IA2)	25%	Summative external assessment (EA)	25%
Investigation- business report		Examination- combination response	

Business Studies

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

A course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations.

Business practices provide the foundation of an organisation to enable it to operate and connect with its customers, stakeholders and community. The business practices explored in this course of study could include working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship.

Students develop effective decisionmaking skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating 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.

Objectives:

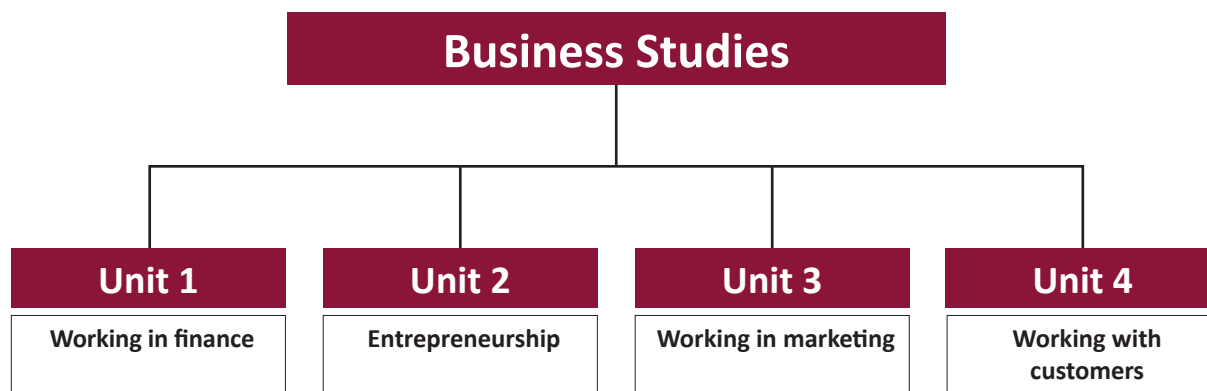
By the conclusion of the course of study, students will:

- explain business concepts, processes and practices
- examine business information
- apply business knowledge
- communicate responses
- evaluate projects.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.

What are the units I will study in Year 11 and 12?



Assessment:

Students complete two assessment tasks for each unit. The assessment techniques used in Social and Community Studies are:

Technique	Description	Response requirements
Extended response:	Students respond to stimulus related to a business scenario about the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media. • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Investigation:	Students develop a business solution for a scenario about the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): 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 delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media. • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 word

Economics

Economics is an excellent complement for students who want to solve realworld science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decisionmaking is core: how to allocate and distribute scarce resources to maximise wellbeing.

The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economywide phenomena. Within this context, students study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to realworld issues of how and why markets may be modified, and the effects of government strategies and interventions. The final units of the course dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. This segues to Australian economic management, as students analyse trends and evaluate economic policies.

Pathways:

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

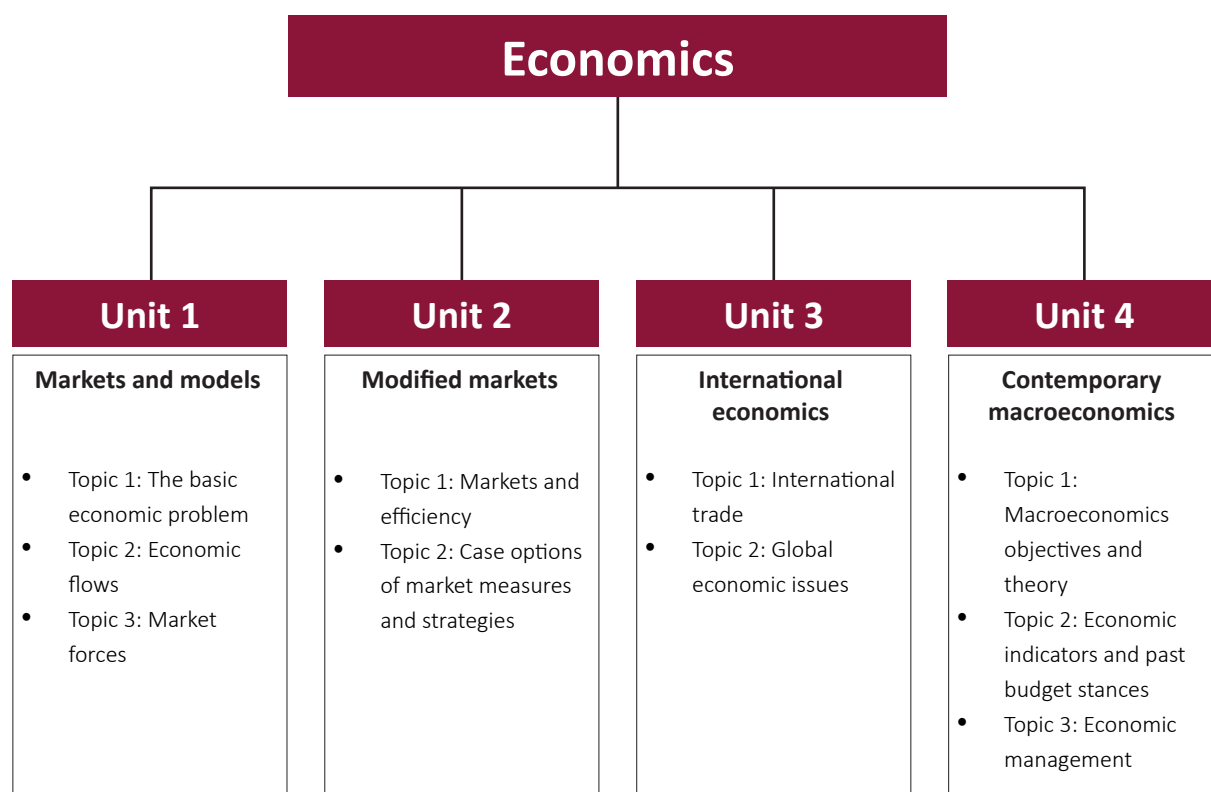
Objectives:

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

- comprehend economic concepts, principles and models
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning to suit the intended purpose.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

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

Summative assessments:

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)	25%	Summative internal assessment 3 (IA3)	25%
Examination- combination response		Examination- Extended response	
Summative internal assessment 2 (IA2)	25%	Summative external assessment (EA)	25%
Investigation		Examination- combination response	

Legal Studies

Legal Studies focuses on the interaction between society and the discipline of 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. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

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.

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.

Legal Studies aims to develop students:

- Primary skills of inquiry, critical thinking, problemsolving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations
- Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning
- confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system

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 postschooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

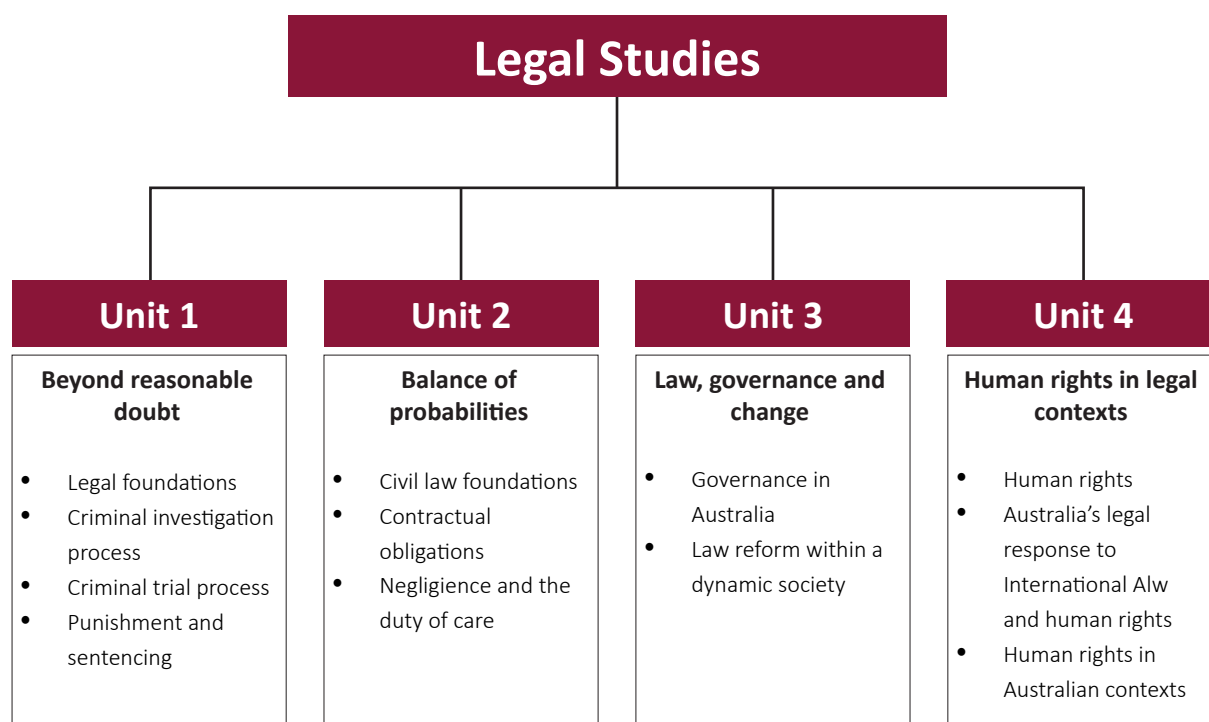
Objectives:

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

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

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

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

Summative assessments:

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)	25%	Summative internal assessment 3 (IA3)	25%
Examination- combination response		Investigation- analytical essay	
Summative internal assessment 2 (IA2)	25%	Summative external assessment (EA)	25%
Investigation- inquiry report		Examination- combination response	

Modern History

Modern History is a discipline based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledgebased world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Modern History aims to develop students:

- Understanding historical issues—such as problematic nature of evidence
- Explore differing perspectives in texts
- Skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically
- students become knowledge creators, productive and discerning users of technology, and empathetic, openminded global citizens

Pathways:

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

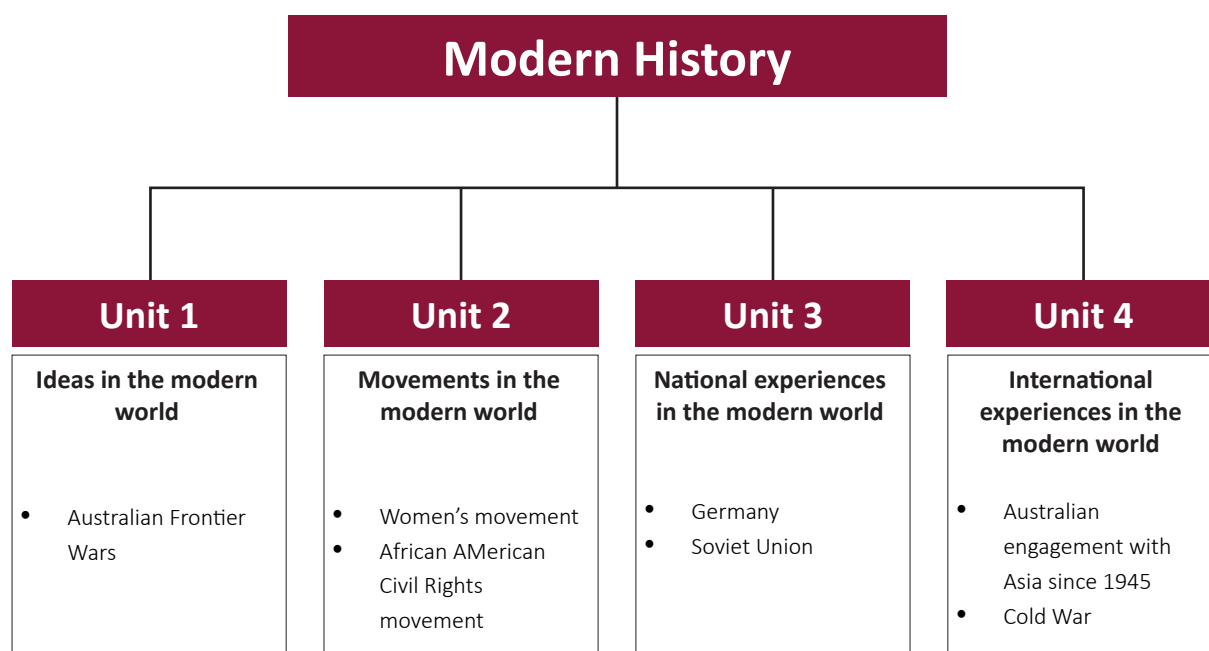
Objectives:

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

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



NB: Topics may be subject to change.

Assessment:

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

Summative assessments:

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)	25%	Summative internal assessment 3 (IA3)	25%
Examination- extended response		Investigation- historical essay	
Summative internal assessment 2 (IA2)	25%	Summative external assessment (EA)	25%
Investigation		Examination- short responses	

Philosophy and Reason

Philosophy & Reason combines the discipline of philosophy with the associated methodology of critical reasoning and logic. The study of philosophy allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. It also allows them to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. In addition, critical reasoning and logic provide knowledge, skills and understanding so students are able to engage with, examine and analyse classical and contemporary ideas and issues. The study of philosophy enables students to make rational arguments, espouse viewpoints and engage in informed discourse. In Philosophy & Reason, students learn to understand and use reasoning to develop coherent worldviews and to reflect upon the nature of their own decisions as well as their responses to the views of others.

Through the study of Philosophy & Reason, students collaboratively investigate philosophical ideas that have shaped and continue to influence contemporary society. These ideas include what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us.

A course of study in Philosophy & Reason specifically focuses on the development of transferable thinking skills such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as clarity, accuracy, precision and coherence; students are thus well prepared for postschool participation in a wide range of fields. Students learn to value plurality in terms of perspectives and worldviews as a necessary condition for human progress. Studying Philosophy & Reason provides students with the skills of collaboration and communication that are essential components of informed participation in the 21st century.

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.

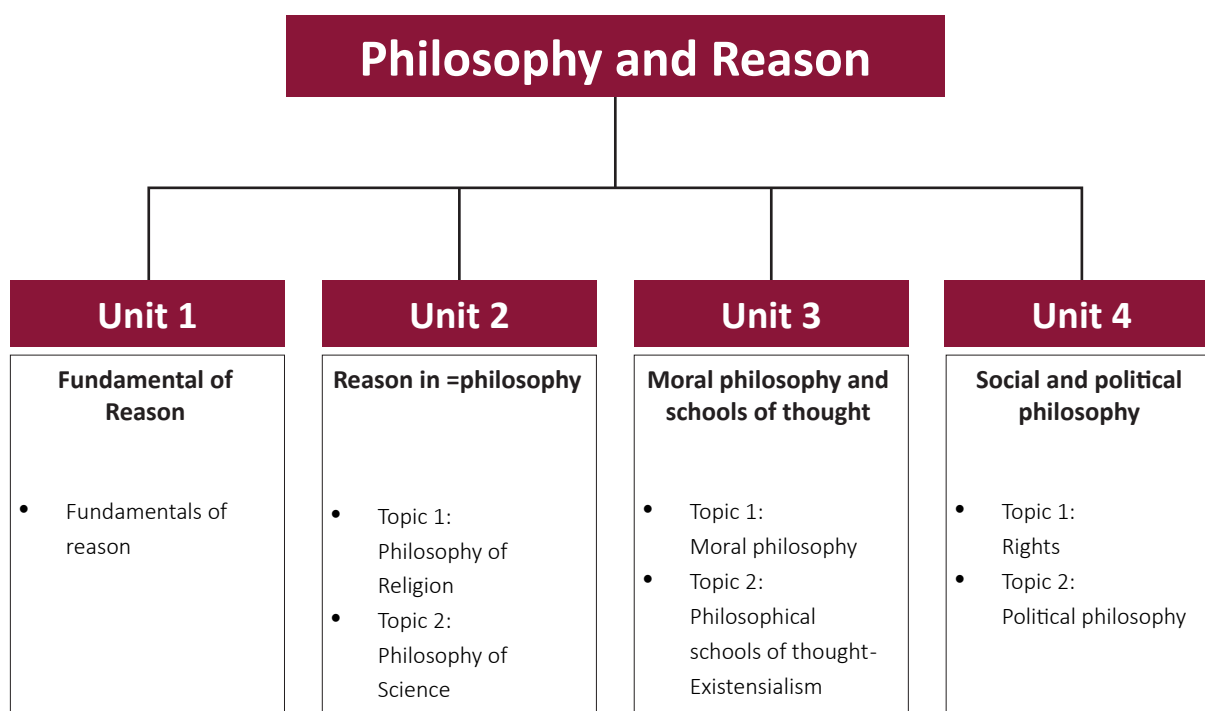
Objectives:

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

- define and use terminology
- explain concepts, methods, principles and theories
- interpret and analyse arguments, ideas and information
- organise and synthesise ideas and information to construct arguments
- evaluate claims and arguments inherent in theories and views
- create responses that communicate meaning to suit purpose.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

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

Summative assessments:

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)	25%	Summative internal assessment 3 (IA3)	25%
Examination- extended response		Analytical essay	
Summative internal assessment 2 (IA2)	25%	Summative external assessment (EA)	25%
Analytical essay		Examination- extended response	

Social and Community Studies

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

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to selfawareness and selfmanagement, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

Pathways:

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

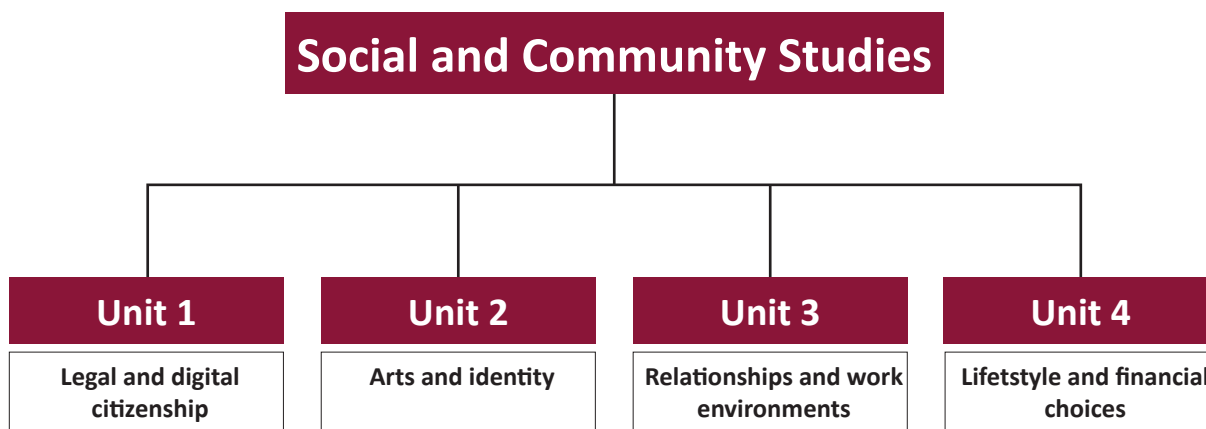
Objectives:

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

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

Students complete two assessment tasks for each unit. The assessment techniques used in Social and Community Studies are:

Technique	Description	Response requirements
Project:	Students develop recommendations or provide advice to address a selected issue related to the unit context.	Item of communication One of the following: - Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, <i>or</i> 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 delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media. - Spoken: up to 3 minutes, or signed equivalent - Written: up to 400 words
Extended response:	Students respond to stimulus related to the issue that is relevant to the unit context.	One of the following: - Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media. - Spoken: up to 7 minutes, or signed equivalent - Written: up to 1000 words
Investigation:	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	One of the following: - Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media. - Spoken: up to 7 minutes, or signed equivalent - Written: up to 1000 words

Certificate III in Business- BSB30120

Registered Training Organisation (RTO):
Binnacle Training (RTO Code: 31319)
www.binnacletraining.com.au
07 3299 0555

QCE Credits: Up to 8 Core Credits

Description

This qualification reflects the role of individuals in a variety of Business Services job roles. The program will be delivered through class-based tasks as well as both simulated and real business environments at the school- involving the delivery of a range of projects and services within the school community. This program also includes the following:

- Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project- Binnacle Boss
- Students examine business opportunities and participate in an Industry discovery An excellent work readiness program where students develop a range of essential workplace skills.

Skills Acquired

- Leadership, innovation and creative thinking
- Customer service and teamwork
- Inclusivity and effective communication
- WHS and sustainability
- Financial literacy
- Business documentation

What do Students Achieve?

- BSB30120 Certificate III in Business (max. 8 QCE Credits)
- Successful completion of the Certificate III in Business may contribute towards a student's Australian Tertiary

Eligibility - Cost

\$395.00 per person

Work Experience Applicable?

Yes

Further Information is available at:

https://www.binnacletraining.com.au/wp-content/uploads/2026/04/Cert-III-Business-SA-Student-Snapshot-2027_April-2026.pdf

Training and Assessment Delivery

UNITS OF COMPETENCY			
BSBPEF201	Support personal wellbeing in the workplace	BSBXTW301	Work in a team
BSBPEF301	Organise personal work priorities	BSBCRT311	Apply critical thinking skills in a team environment
FNSFLT311	Develop and apply knowledge of personal finances	BSBTEC301	Design and produce business documents
BSBWHS311	Assist with maintaining workplace safety	BSBWRT311	Write simple documents
BSBSUS211	Participate in sustainable work practices	BSBTEC201	Use business software applications
BSBXCM301	Engage in workplace communication	BSBTEC203	Research using the internet
BSBTWK301	Use inclusive work practices		
OPTIONAL ADDITIONAL UNITS OF COMPETENCY			
BSBCMM411	Make presentations*	BSBPEF402	Develop personal work priorities*

Certificate III in Tourism- SIT30125

Registered Training Organisation (RTO):
Marsden State High School (RTO Code: 043)
www.marsdenshs.eq.edu.au
07 3299 0555

QCE Credits: Up to 6 Core Credits

Purpose

Advanced tourism qualification focusing on independent customer service, tourism operations, risk management, quotations and workplace responsibility.

Typical Workplace Contexts:

- Tourism Consultant
- Visitor Information Centre Officer
- Tourism Operations Assistant
- Tourism Customer Service Officer

Eligibility - Cost

Free to students enrolled at Marsden State High School.

Work Experience Applicable?

Yes

Training and Assessment Delivery

Students progressing from Certificate II to Certificate III will normally undertake assessment for:

SITXCCS014 Provide service to customers

SITXCCS012 Provide lost and found services

SITXWHS006 Identify hazards, assess and control safety risks

SITTGDE017 Prepare and present tour commentaries or activities

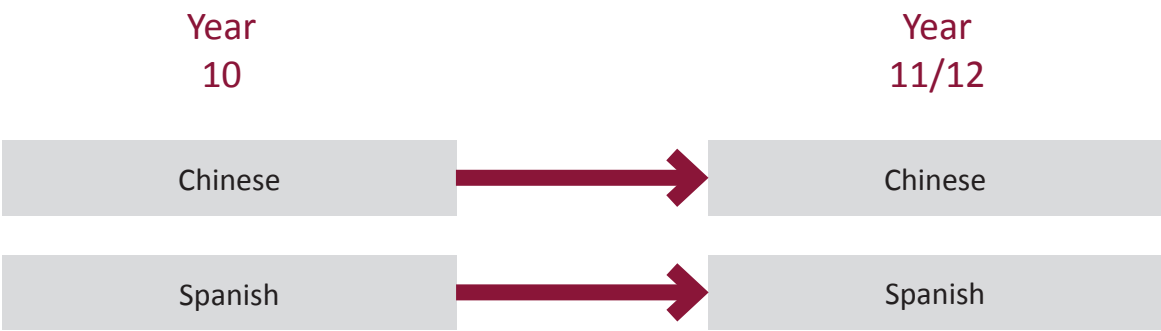
SITTTVL005 Prepare customer quotations

Project	Workplace Context	Assessment Activities
Tourism Commentary and Briefings	Tourism Presenter Visitor Experience Presenter	• Research a tourism destination or attraction • Develop a commentary script • Prepare a visitor briefing • Deliver Commentary Presentation 1 • Deliver Commentary Presentation 2 • Respond to audience questions • Complete knowledge questions
Customer Service, Sales and Visitor Information	Visitor Information Centre Officer Tourism Consultant	• Respond to at least 3 customer enquiries • Provide tourism information • Recommend tourism products • Conduct a sales interaction • Prepare Quotation 1 • Prepare Quotation 2 • Complete a product comparison • Handle a lost property enquiry • Complete lost property documentation • Complete knowledge questions
Tourism Operations, Safety and Communication	Tourism Operations Team Member	• Hazard Identification Activity 1 • Hazard Identification Activity 2 • Risk Assessment 1 • Risk Assessment 2 • Complete incident/hazard report • Participate in WHS activities • Complete workplace communication activity • Complete cultural awareness activity • Source and present tourism information • Complete language communication activity • Complete knowledge questions

Languages



Learning area: Languages



Chinese provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Chinesespeaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Chinese aims to develop students:

- to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problemsolving.
- to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.
- ability to communicate in an additional language such as Chinese is an important 21st century skill
- develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Pathways:

A course of study in Chinese 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

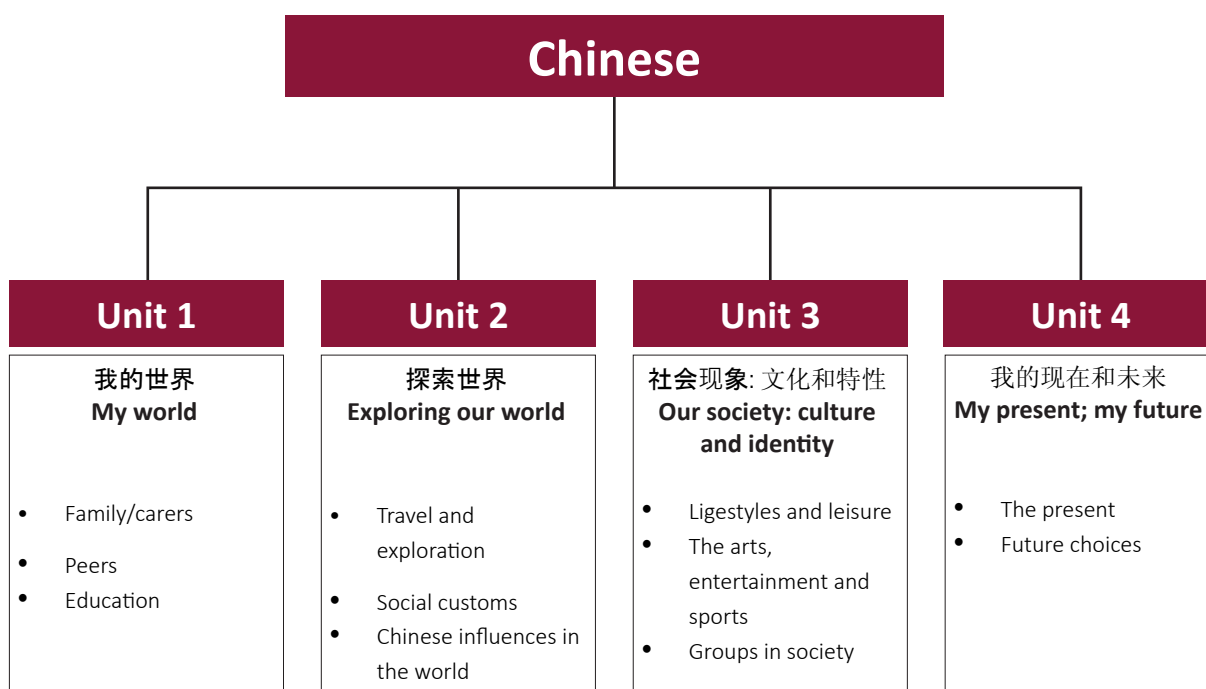
Objectives:

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

- comprehend Chinese 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 Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Chinese.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

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

Summative assessments:

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)	20%	Summative internal assessment 3 (IA3)	30%
Examination- short response		Multimoda; presentation and interview	
Summative internal assessment 2 (IA2)	25%	Summative external assessment (EA)	25%
Examination- extended response		Examination- combination response	

Spanish provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Spanishspeaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Spanish aims to develop students:

- to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problemsolving.
- to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.
- ability to communicate in an additional language such as Spanish is an important 21st century skill
- develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Pathways:

A course of study in Spanish 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

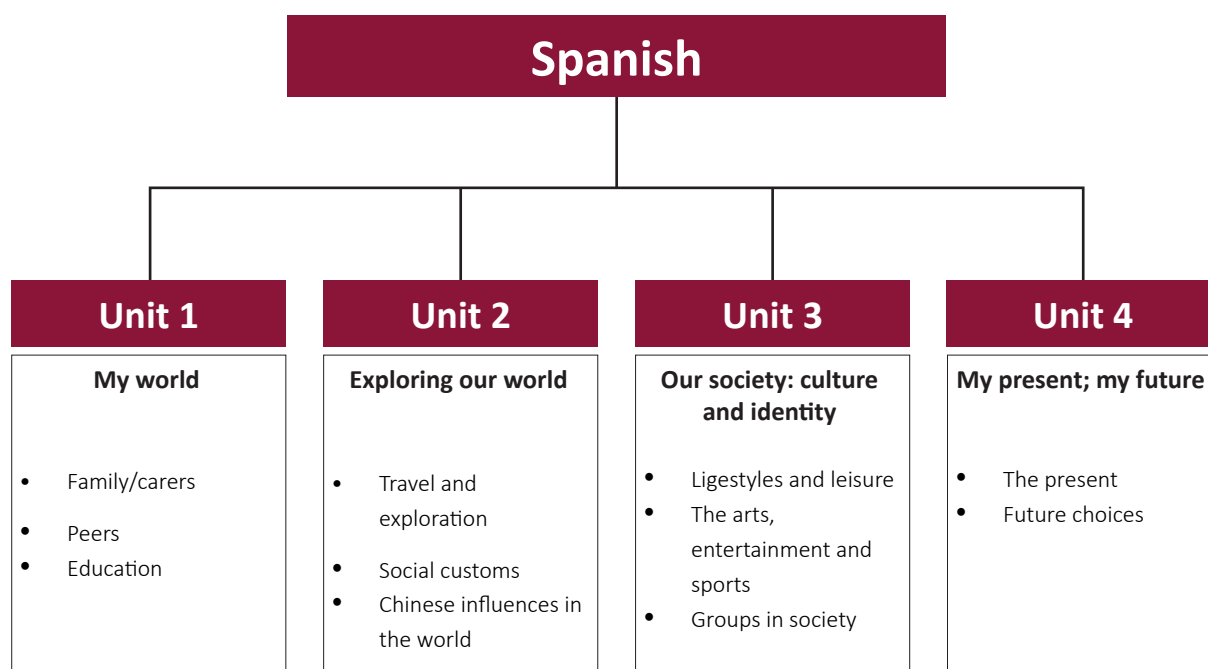
Objectives:

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

- comprehend Spanish 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 Spanish language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Spanish.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

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

Summative assessments:

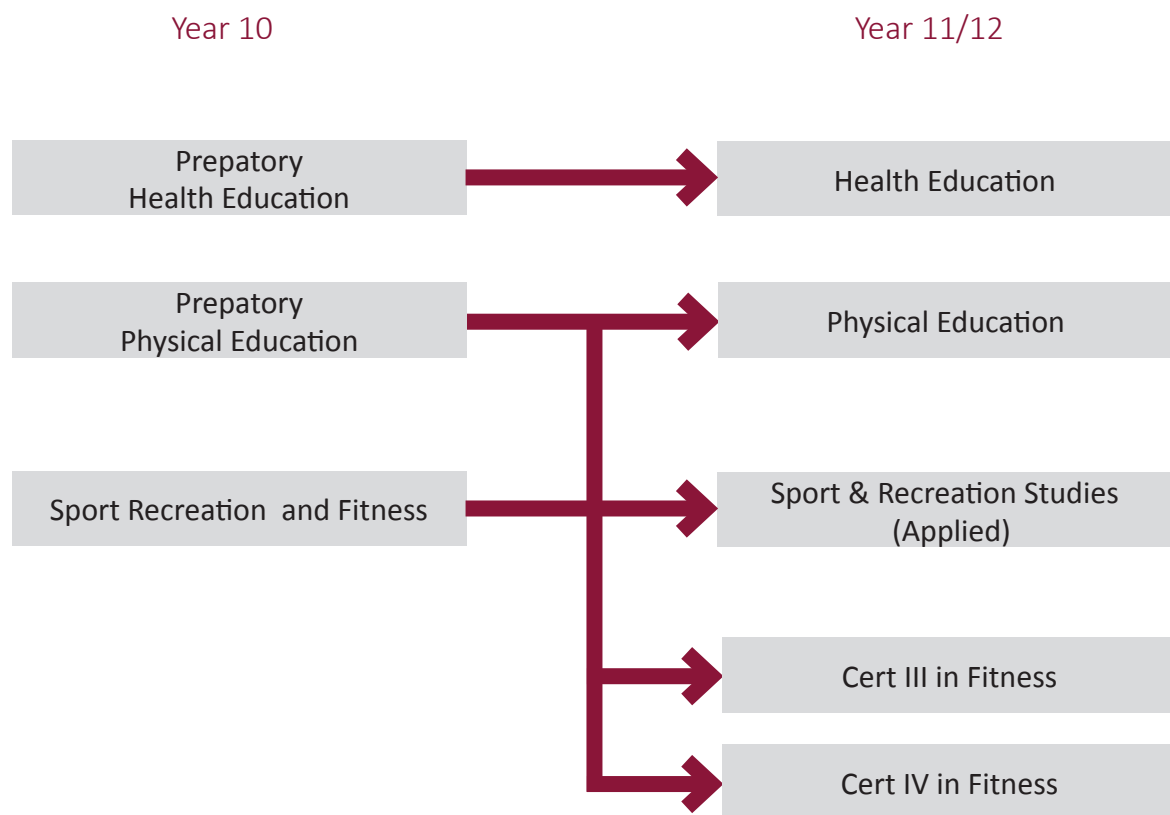
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1)	20%	Summative internal assessment 3 (IA3)	30%
• Examination- short response		• Multimoda; presentation and interview	
Summative internal assessment 2 (IA2)	25%	Summative external assessment (EA)	25%
• Examination- extended response		• Examination- combination response	

Health & Physical Education



Learning area: Health and Physical Education



Health

Health provides students with a contextualised strengthsbased 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 evaluationoriented 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.

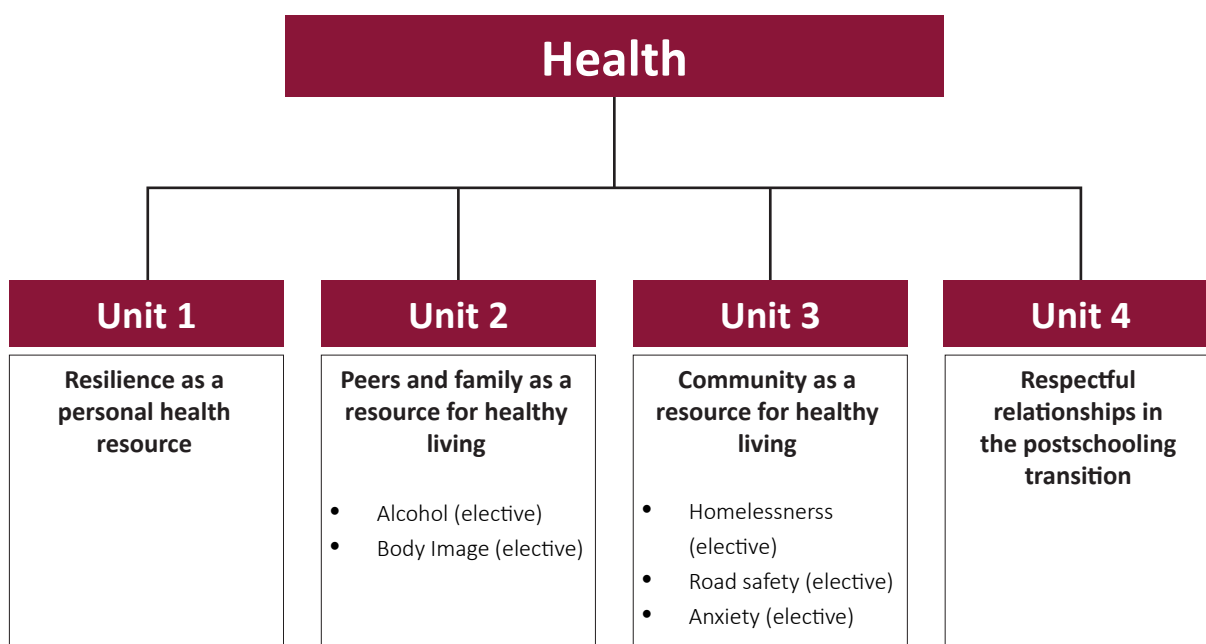
Objectives:

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

- recognise and describe information about healthrelated topics and issues
- comprehend and use health approaches and frameworks
- analyse and interpret information about healthrelated 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 modeappropriate features, language and conventions for particular purposes and contexts.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

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

Summative assessments:

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)	25%	Summative internal assessment 3 (IA3)	25%
• Investigation- action research		• Investigation- analytical exposition	
Summative internal assessment 2 (IA2)	25%	Summative external assessment (EA)	25%
• Examination- extended response		• Examination	

Physical Education

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 decisionmaking 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.

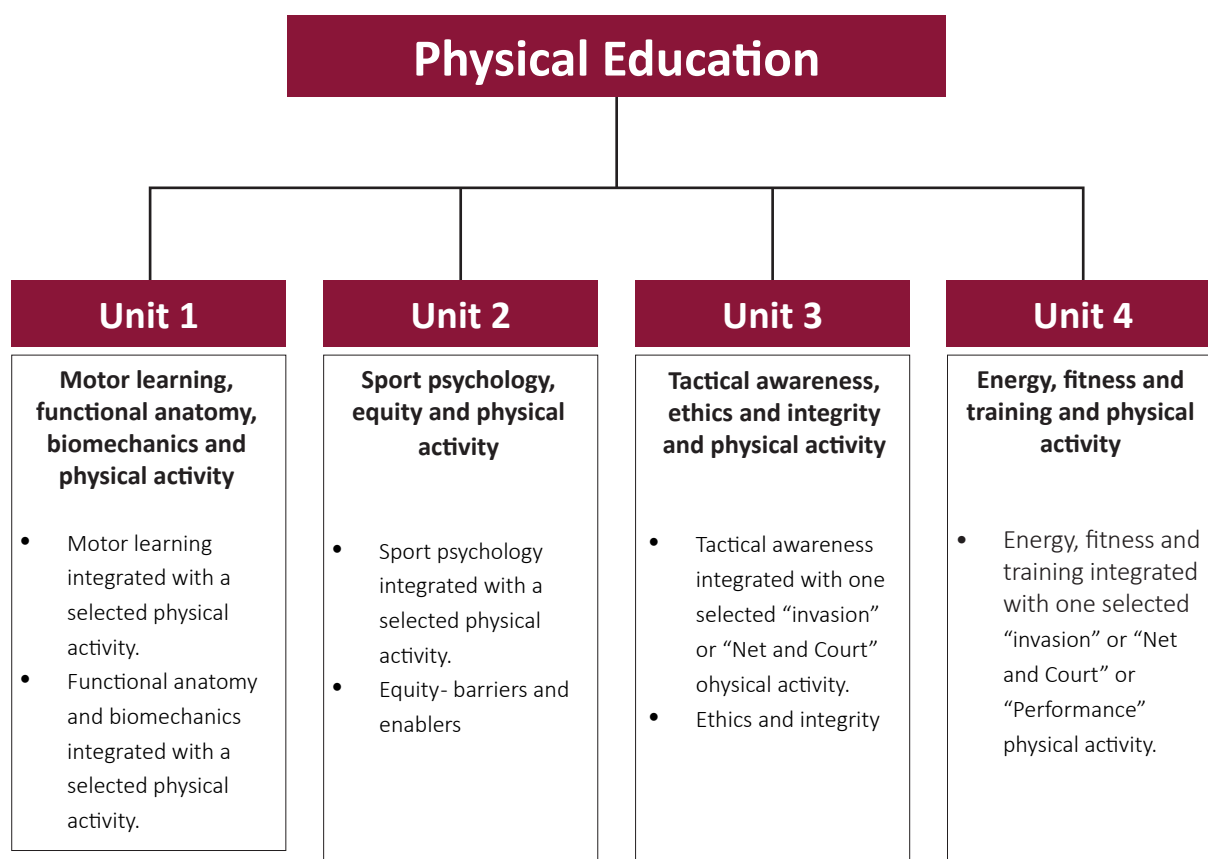
Objectives:

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 modeappropriate features for particular purposes and context

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

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

Summative assessments:

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)	25%	Summative internal assessment 3 (IA3)	30%
• Project- folio		• Project- folio	
Summative internal assessment 2 (IA2)	20%	Summative external assessment (EA)	25%
• Investigation- report		• Examination- combined response	

Sport and Recreation Studies

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

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.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sport, lifelong physical activities, and rhythmic and expressive movement activities.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

Pathways:

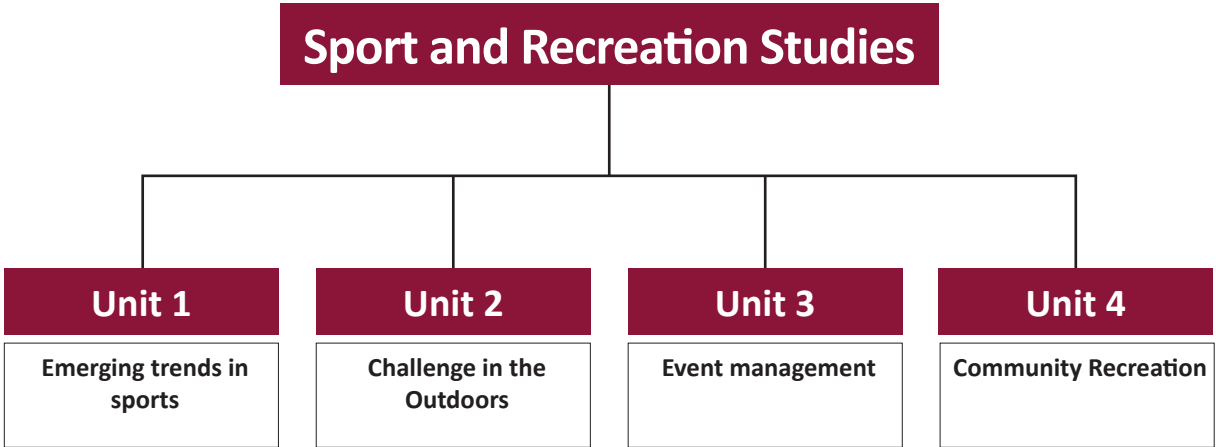
A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Objectives:

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

- Investigate activities and strategies to enhance outcomes.
- Plan activities and strategies to enhance outcomes.
- Perform activities and strategies to enhance outcomes.
- Evaluate activities and strategies to enhance outcomes.

What are the units I will study in Year 11 and 12?



Assessment:

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

- Two Projects
- Two performances

Performance	Project
Students plan, perform and avaluate activities and strategies to enhance outcomes	Students investigate, plan, perform and avaluate activites and strategies in a community to enhance outcomes

Certificate III in Fitness- SIS30321

Registered Training Organisation (RTO):

FitEducation (RTO Code: 32155)

www.pt-coursees.com.au

0477 562 229

QCE Credits: Up to 8 QCE Points

Description

If you want to work as a gym instructor in Australia, the minimum requirement is a certificate III in fitness. This comprehensive course combines theory with practical experience, and will provide you with everything you need to become a fully qualified and job-ready fitness professional. As soon as you graduate you will be ready to work as a nationally recognised fitness instructor and to change lives through fitness.

Course Goals and Requirements

You don't need a certain fitness level or any prior knowledge to attend this course. Attending this course will turn you into a confident and qualified fitness instructor who is able to:

- Conduct a health screening
- Teach anatomy and physiology
- Test the fitness level of clients
- Design and conduct exercise programs
- Providing nutrition advice to clients
- Motivate, support and encourage clients

Eligibility - Cost

Further Information regarding this course is available at:

<https://pt-courses.com.au/courses/certificate-iii-in-fitness/>

Training Assessment and Delivery

Project	Project Description
Equipment Maintenance	SISXFAC002 Maintain sport, fitness and recreation facilities HLTWHS001 Participate in workplace health and safety
Anatomy and Physiology	SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise
Orientation, Health Screening, Fitness Assessment	BSBPEF301 Organise personal work priorities BSBOPS304 Deliver and monitor a service to customers SISFFIT032 Complete pre-exercise screening and service orientation SISFFIT033 Complete client fitness assessments
Healthy Eating	SISFFIT052 Provide healthy eating information
Exercise Prescription	SISFFIT040 Develop and instruct gym based exercise programs for individual clients SISXCA009 Instruct strength and conditioning techniques
Specific Populations	SISFFIT037 Develop and instruct group movement programs for children
Group Exercise	SISFFIT035 Plan group exercise sessions SISFFIT036 Instruct group exercise sessions
First Aid & CPR	BSBOPS403 Apply business risk management processes HLTAID011 Provide first aid

Certificate IV in Fitness- SIS40221

Registered Training Organisation (RTO):

FitEducation (RTO Code: 32155)

www.pt-coursees.com.au

0477 562 229

QCE Credits: Up to 8 QCE Points

Description

If you want to work as a personal trainer (or if you would like to conduct group activity classes independently or in various locations) you need a Certificate IV in Fitness. This qualification is the standard for personal trainers everywhere in Australia.

After completing Fit Education's comprehensive course, you will have the skills and knowledge required to work independently in your chosen field.

Course Goals and Requirements

This course will give you the skills you need to:

- Work as a personal trainer in a fitness centre
- Start your own personal training business
- Work as a strength and conditioning coach for a sporting team
- Conduct and evaluate long-term periodic fitness plans
- Develop your sales and marketing skills
- Evaluate and analyse the performance of individuals or groups, in a variety of settings
- Apply teaching methods and instructional styles, indoors and outdoors
- Be competent in strength and conditioning programs

You've already done a certificate III in fitness... Why do a certificate IV?

- If you have already acquired Certificate III, you might wonder why you should go through the effort of obtaining yet another certificate. There are numerous advantages to a Certificate IV in Fitness. This course will provide you with the qualification and knowledge that you need to:
-
- Work as a personal trainer or group fitness trainer, in or out of a gym (in Australia and overseas)
- Perform group training sessions in public places
- Provide personal/group training on cruise liners

Eligibility - Cost

Further Information regarding this course is available at:

<https://pt-courses.com.au/courses/certificate-iv-in-fitness/>

Training Assessment and Delivery

Project	Project Description
Strength and conditioning	SISFFIT041 Develop personalised exercise programs SISFFIT034 Assess client movement and provide exercise advice SISFFIT043 Develop and instruct personalised exercise programs for body composition goals
Personal Training	SISFFIT053 Support healthy eating for individual fitness clients CHCCOM006 Establish and manage client relationships SISFFIT050 Support exercise behaviour change SISFFIT042 Instruct personalised exercise sessions SISFFIT046 Plan and instruct online exercise sessions
Group Personal Training	SISXCAI010 Develop strength and conditioning programs SISFFIT049 Use exercise science principles in fitness instruction
Small Business- PT Business Design	BSBESB404 Market new business ventures BSBESB401 Research and develop small business plans BSBESB402 Establish legal and risk management requirements of new business ventures BSBESB403 Plan Finances for New Business Ventures
Children and Adolescents	SISFFIT045 Develop and instruct personalised exercise programs for adolescent clients SISFFIT044 Develop and instruct personalised exercise programs for older clients

Sports Excellence

SPORTS EXCELLENCE



Learning area: Sports Excellence



Certificate III in Fitness- SIS30521

Basketball Excellence

Registered Training Organisation (RTO):
Marsden State High School (RTO Code: 30117)
www.marsdenshs.edu.au
07 3299 0555

QCE Credits: Up to 8 QCE Points

Cost: \$0 does not take away VETIS Funding.

Conditions: Entry onto this Certificate Course is by Trial and Acceptance into the relevant Excellence Program only.

Description

The Certificate III in Sport Coaching (SIS30521) is delivered through Marsden State High School as the Registered Training Organisation (RTO). The qualification combines practical coaching experiences with classroom-based learning to develop students' knowledge and skills in coaching, athlete development, leadership, communication, officiating, workplace health and safety, risk management and first aid. Students apply their learning within their respective Sport Excellence Program while planning, delivering and evaluating coaching sessions in authentic sporting environments.

The Basketball Excellence Program combines practical coaching experiences with the nationally recognised Certificate III in Sport Coaching (SIS30521), delivered by Marsden State High School as the Registered Training Organisation (RTO). The qualification provides students with the knowledge and practical skills required to support coaching programs and develop participants in community and representative sport settings. Students explore coaching principles, athlete development, communication, leadership, risk management, integrity in sport, inclusion, event support and safe work practices while applying these concepts within the Basketball Excellence Program.

Learning is embedded within the practical training environment, allowing students to connect theory with real-world coaching experiences. Students progressively develop their ability to plan, deliver and evaluate coaching sessions, work effectively within coaching teams, build positive relationships with athletes and contribute to the delivery of quality sporting programs.

Throughout the course, students are encouraged to develop the personal attributes valued within the sport industry, including professionalism, teamwork, initiative, communication, organisation and leadership.

Pathways

Successful completion of the Certificate III in Sport Coaching provides students with pathways into further education, vocational training and employment within the sport and recreation industry. Potential pathways include:

- Certificate IV and Diploma qualifications in Sport, Fitness or Sport Development.
- University study in sport science, exercise science, physical education, coaching, sports management or allied health.
- Community and representative coaching roles.
- Sport development and participation programs.
- Recreation, fitness and sporting organisations.

Learning Outcomes

By the conclusion of the course, students will develop the skills and knowledge to:

- Plan, organise and deliver coaching activities.
- Apply coaching principles to improve athlete performance and participation.
- Communicate effectively with athletes, coaches and stakeholders.
- Work safely and professionally within sporting environments.
- Reflect on and evaluate coaching practices to support continual improvement.
- Demonstrate leadership, teamwork and ethical decision-making within sport.

Units	Description
Core Units	SISSCO003 – Meet participant coaching needs SISSCO005 – Continuously improve coaching skill SISSCO012 – Coach participants up to an intermediate level SISXWS001 – Participate in workplace health and safety\
Elective Units	HLTAID011 – Provide First Aid SISSOF001 – Work as an official in sport SISSOF002 – Continuously improve officiating skills and knowledge SISSOF003 – Officiate sport competitions BSBOPS403 – Apply business risk management processes <i>* Additional elective units are delivered to meet the packaging rules of the qualification</i>

Certificate III in Fitness- SIS30521

Football Excellence

Registered Training Organisation (RTO):
Marsden State High School (RTO Code: 30117)
www.marsdenshs.edu.au
07 3299 0555

QCE Credits: Up to 8 QCE Points

Cost: \$0 does not take away VETIS Funding.

Conditions: Entry onto this Certificate Course is by Trial and Acceptance into the relevant Excellence Program only.

Description

The Football Excellence Program combines high-performance football training with the nationally recognised Certificate III in Sport Coaching (SIS30521), delivered by Marsden State High School as the Registered Training Organisation (RTO). The qualification provides students with the knowledge and practical skills required to support coaching programs and develop participants in community and representative football settings. Students explore coaching principles, athlete development, communication, leadership, risk management, integrity in sport, inclusion, event support and safe work practices while applying these concepts within the Football Excellence Program.

Learning is embedded within the practical training environment, allowing students to connect theory with authentic coaching experiences. Students progressively develop their ability to plan, deliver and evaluate coaching sessions, work effectively within coaching teams, build positive relationships with athletes and contribute to the delivery of quality football programs.

Throughout the course, students are encouraged to develop the personal attributes valued within the sport industry, including professionalism, teamwork, initiative, communication, organisation and leadership.

Pathways

Successful completion of the Certificate III in Sport Coaching provides students with pathways into further education, vocational training and employment within the sport and recreation industry. Potential pathways include:

- Certificate IV and Diploma qualifications in Sport, Fitness or Sport Development.
- University study in sport science, exercise science, physical education, coaching, sports management or allied health.
- Community and representative coaching roles.
- Sport development and participation programs.
- Recreation, fitness and sporting organisations.

Learning Outcomes

By the conclusion of the course, students will develop the skills and knowledge to:

- Plan, organise and deliver coaching activities.
- Apply coaching principles to improve athlete performance and participation.
- Communicate effectively with athletes, coaches and stakeholders.
- Work safely and professionally within sporting environments.
- Reflect on and evaluate coaching practices to support continual improvement.
- Demonstrate leadership, teamwork and ethical decision-making within football.

Units	Description
Core Units	SISSCO003 – Meet participant coaching needs SISSCO005 – Continuously improve coaching skill SISSCO012 – Coach participants up to an intermediate level SISXWHS001 – Participate in workplace health and safety\
Elective Units	HLTAID011 – Provide First Aid SISSSO001 – Work as an official in sport SISSSO002 – Continuously improve officiating skills and knowledge SISSSO003 – Officiate sport competitions BSBOPS403 – Apply business risk management processes <i>* Additional elective units are delivered to meet the packaging rules of the qualification</i>

Certificate III in Fitness- SIS30521

Netball Excellence

Registered Training Organisation (RTO):
Marsden State High School (RTO Code: 30117)
www.marsdenshs.edu.au
07 3299 0555

QCE Credits: Up to 8 QCE Points

Cost: \$0 does not take away VETIS Funding.

Conditions: Entry onto this Certificate Course is by Trial and Acceptance into the relevant Excellence Program only.

Description

The Netball Excellence Program combines high-performance netball training with the nationally recognised Certificate III in Sport Coaching (SIS30521), delivered by Marsden State High School as the Registered Training Organisation (RTO). The qualification provides students with the knowledge and practical skills required to support coaching programs and develop participants in community and representative netball settings. Students explore coaching principles, athlete development, communication, leadership, risk management, integrity in sport, inclusion, event support and safe work practices while applying these concepts within the Netball Excellence Program.

Learning is embedded within the practical training environment, allowing students to connect theory with authentic coaching experiences. Students progressively develop their ability to plan, deliver and evaluate coaching sessions, work effectively within coaching teams, build positive relationships with athletes and contribute to the delivery of quality netball programs.

Throughout the course, students are encouraged to develop the personal attributes valued within the sport industry, including professionalism, teamwork, initiative, communication, organisation and leadership.

Pathways

Successful completion of the Certificate III in Sport Coaching provides students with pathways into further education, vocational training and employment within the sport and recreation industry. Potential pathways include:

- Certificate IV and Diploma qualifications in Sport, Fitness or Sport Development.
- University study in sport science, exercise science, physical education, coaching, sports management or allied health.
- Community and representative coaching roles.
- Sport development and participation programs.
- Recreation, fitness and sporting organisations.

Learning Outcomes

By the conclusion of the course, students will develop the skills and knowledge to:

- Plan, organise and deliver coaching activities.
- Apply coaching principles to improve athlete performance and participation.
- Communicate effectively with athletes, coaches and stakeholders.
- Work safely and professionally within sporting environments.
- Reflect on and evaluate coaching practices to support continual improvement.
- Demonstrate leadership, teamwork and ethical decision-making within netball.

Units	Description
Core Units	SISSCO003 – Meet participant coaching needs SISSCO005 – Continuously improve coaching skill SISSCO012 – Coach participants up to an intermediate level SISXWHS001 – Participate in workplace health and safety\
Elective Units	HLTAID011 – Provide First Aid SISSSO001 – Work as an official in sport SISSSO002 – Continuously improve officiating skills and knowledge SISSSO003 – Officiate sport competitions BSBOPS403 – Apply business risk management processes <i>* Additional elective units are delivered to meet the packaging rules of the qualification</i>

Certificate III in Fitness- SIS30521

Rugby League Excellence

Registered Training Organisation (RTO):
Marsden State High School (RTO Code: 30117)
www.marsdenshs.edu.au
07 3299 0555

QCE Credits: Up to 8 QCE Points

Cost: \$0 does not take away VETIS Funding.

Conditions: Entry onto this Certificate Course is by Trial and Acceptance into the relevant Excellence Program only.

Description

The Rugby League Excellence Program combines high-performance rugby league training with the nationally recognised Certificate III in Sport Coaching (SIS30521), delivered by Marsden State High School as the Registered Training Organisation (RTO).

The qualification provides students with the knowledge and practical skills required to support coaching programs and develop participants in community and representative rugby league settings. Students explore coaching principles, athlete development, communication, leadership, risk management, integrity in sport, inclusion, event support and safe work practices while applying these concepts within the Rugby League Excellence Program.

Learning is embedded within the practical training environment, allowing students to connect theory with authentic coaching experiences. Students progressively develop their ability to plan, deliver and evaluate coaching sessions, work effectively within coaching teams, build positive relationships with athletes and contribute to the delivery of quality rugby league programs.

Throughout the course, students are encouraged to develop the personal attributes valued within the sport industry, including professionalism, teamwork, initiative, communication, organisation and leadership.

Pathways

Successful completion of the Certificate III in Sport Coaching provides students with pathways into further education, vocational training and employment within the sport and recreation industry. Potential pathways include:

- Certificate IV and Diploma qualifications in Sport, Fitness or Sport Development.
- University study in sport science, exercise science, physical education, coaching, sports management or allied health.
- Community and representative coaching roles.
- Sport development and participation programs.
- Recreation, fitness and sporting organisations.

Learning Outcomes

By the conclusion of the course, students will develop the skills and knowledge to:

- Plan, organise and deliver coaching activities.
- Apply coaching principles to improve athlete performance and participation.
- Communicate effectively with athletes, coaches and stakeholders.
- Work safely and professionally within sporting environments.
- Reflect on and evaluate coaching practices to support continual improvement.
- Demonstrate leadership, teamwork and ethical decision-making within Rugby League.

Units	Description
Core Units	SISSCO003 – Meet participant coaching needs SISSCO005 – Continuously improve coaching skill SISSCO012 – Coach participants up to an intermediate level SISXWHS001 – Participate in workplace health and safety\
Elective Units	HLTAID011 – Provide First Aid SISSSO001 – Work as an official in sport SISSSO002 – Continuously improve officiating skills and knowledge SISSSO003 – Officiate sport competitions BSBOPS403 – Apply business risk management processes <i>* Additional elective units are delivered to meet the packaging rules of the qualification</i>

Certificate III in Fitness- SIS30521

Girls Rugby League Excellence

Registered Training Organisation (RTO):
Marsden State High School (RTO Code: 30117)
www.marsdenshs.edu.au
07 3299 0555

QCE Credits: Up to 8 QCE Points

Cost: \$0 does not take away VETIS Funding.

Conditions: Entry onto this Certificate Course is by Trial and Acceptance into the relevant Excellence Program only.

Description

The Girls Rugby League Excellence Program combines high-performance rugby league training with the nationally recognised Certificate III in Sport Coaching (SIS30521), delivered by Marsden State High School as the Registered Training Organisation (RTO).

The qualification provides students with the knowledge and practical skills required to support coaching programs and develop participants in community and representative rugby league settings. Students explore coaching principles, athlete development, communication, leadership, risk management, integrity in sport, inclusion, event support and safe work practices while applying these concepts within the Rugby League Excellence Program.

Learning is embedded within the practical training environment, allowing students to connect theory with authentic coaching experiences. Students progressively develop their ability to plan, deliver and evaluate coaching sessions, work effectively within coaching teams, build positive relationships with athletes and contribute to the delivery of quality rugby league programs.

Throughout the course, students are encouraged to develop the personal attributes valued within the sport industry, including professionalism, teamwork, initiative, communication, organisation and leadership.

Pathways

Successful completion of the Certificate III in Sport Coaching provides students with pathways into further education, vocational training and employment within the sport and recreation industry. Potential pathways include:

- Certificate IV and Diploma qualifications in Sport, Fitness or Sport Development.
- University study in sport science, exercise science, physical education, coaching, sports management or allied health.
- Community and representative coaching roles.
- Sport development and participation programs.
- Recreation, fitness and sporting organisations.

Learning Outcomes

By the conclusion of the course, students will develop the skills and knowledge to:

- Plan, organise and deliver coaching activities.
- Apply coaching principles to improve athlete performance and participation.
- Communicate effectively with athletes, coaches and stakeholders.
- Work safely and professionally within sporting environments.
- Reflect on and evaluate coaching practices to support continual improvement.
- Demonstrate leadership, teamwork and ethical decision-making within Girls Rugby League.

Units	Description
Core Units	SISSCO003 – Meet participant coaching needs SISSCO005 – Continuously improve coaching skill SISSCO012 – Coach participants up to an intermediate level SISXWHS001 – Participate in workplace health and safety\
Elective Units	HLTAID011 – Provide First Aid SISSSO001 – Work as an official in sport SISSSO002 – Continuously improve officiating skills and knowledge SISSSO003 – Officiate sport competitions BSBOPS403 – Apply business risk management processes <i>* Additional elective units are delivered to meet the packaging rules of the qualification</i>

Certificate III in Fitness- SIS30521

Volleyball Excellence

Registered Training Organisation (RTO):
Marsden State High School (RTO Code: 30117)
www.marsdenshs.edu.au
07 3299 0555

QCE Credits: Up to 8 QCE Points

Cost: \$0 does not take away VETIS Funding.

Conditions: Entry onto this Certificate Course is by Trial and Acceptance into the relevant Excellence Program only.

Description

The Volleyball Excellence Program combines high-performance volleyball training with the nationally recognised Certificate III in Sport Coaching (SIS30521), delivered by Marsden State High School as the Registered Training Organisation (RTO).

The qualification provides students with the knowledge and practical skills required to support coaching programs and develop participants in community and representative volleyball settings. Students explore coaching principles, athlete development, communication, leadership, risk management, integrity in sport, inclusion, event support and safe work practices while applying these concepts within the Volleyball Excellence Program.

Learning is embedded within the practical training environment, allowing students to connect theory with authentic coaching experiences. Students progressively develop their ability to plan, deliver and evaluate coaching sessions, work effectively within coaching teams, build positive relationships with athletes and contribute to the delivery of quality volleyball programs.

Throughout the course, students are encouraged to develop the personal attributes valued within the sport industry, including professionalism, teamwork, initiative, communication, organisation and leadership.

Pathways

Successful completion of the Certificate III in Sport Coaching provides students with pathways into further education, vocational training and employment within the sport and recreation industry. Potential pathways include:

- Certificate IV and Diploma qualifications in Sport, Fitness or Sport Development.
- University study in sport science, exercise science, physical education, coaching, sports management or allied health.
- Community and representative coaching roles.
- Sport development and participation programs.
- Recreation, fitness and sporting organisations.

Learning Outcomes

By the conclusion of the course, students will develop the skills and knowledge to:

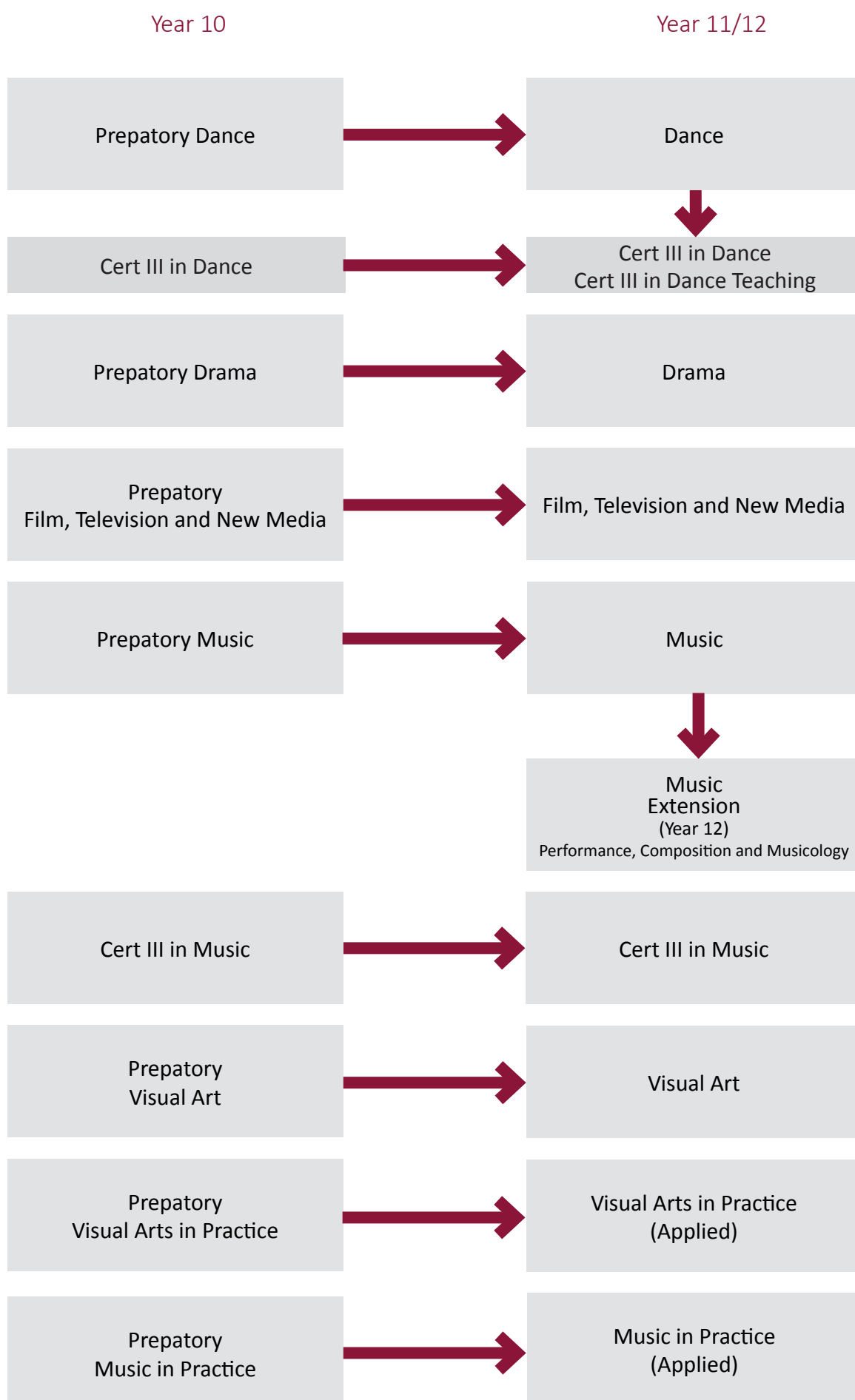
- Plan, organise and deliver coaching activities.
- Apply coaching principles to improve athlete performance and participation.
- Communicate effectively with athletes, coaches and stakeholders.
- Work safely and professionally within sporting environments.
- Reflect on and evaluate coaching practices to support continual improvement.
- Demonstrate leadership, teamwork and ethical decision-making within volleyball.

Units	Description
Core Units	SISSCO003 – Meet participant coaching needs SISSCO005 – Continuously improve coaching skill SISSCO012 – Coach participants up to an intermediate level SISXWHS001 – Participate in workplace health and safety\
Elective Units	HLTAID011 – Provide First Aid SISSSO001 – Work as an official in sport SISSSO002 – Continuously improve officiating skills and knowledge SISSSO003 – Officiate sport competitions BSBOPS403 – Apply business risk management processes <i>* Additional elective units are delivered to meet the packaging rules of the qualification</i>

The Arts



Learning area: The Arts



Dance

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students will learn about dance as it is now and explore its origins across time and cultures.

Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Selfconfidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.

Pathways:

This subject prepares young people for participation in the 21st century. Dance has the means to prepare students for future possibilities, with transversal skills and the capacity for flexible thinking and doing. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement. Critical thinking and literacy skills are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world. Dance develops individuals who are culturally intelligent, creative, and complex and critically reflective thinkers.

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, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

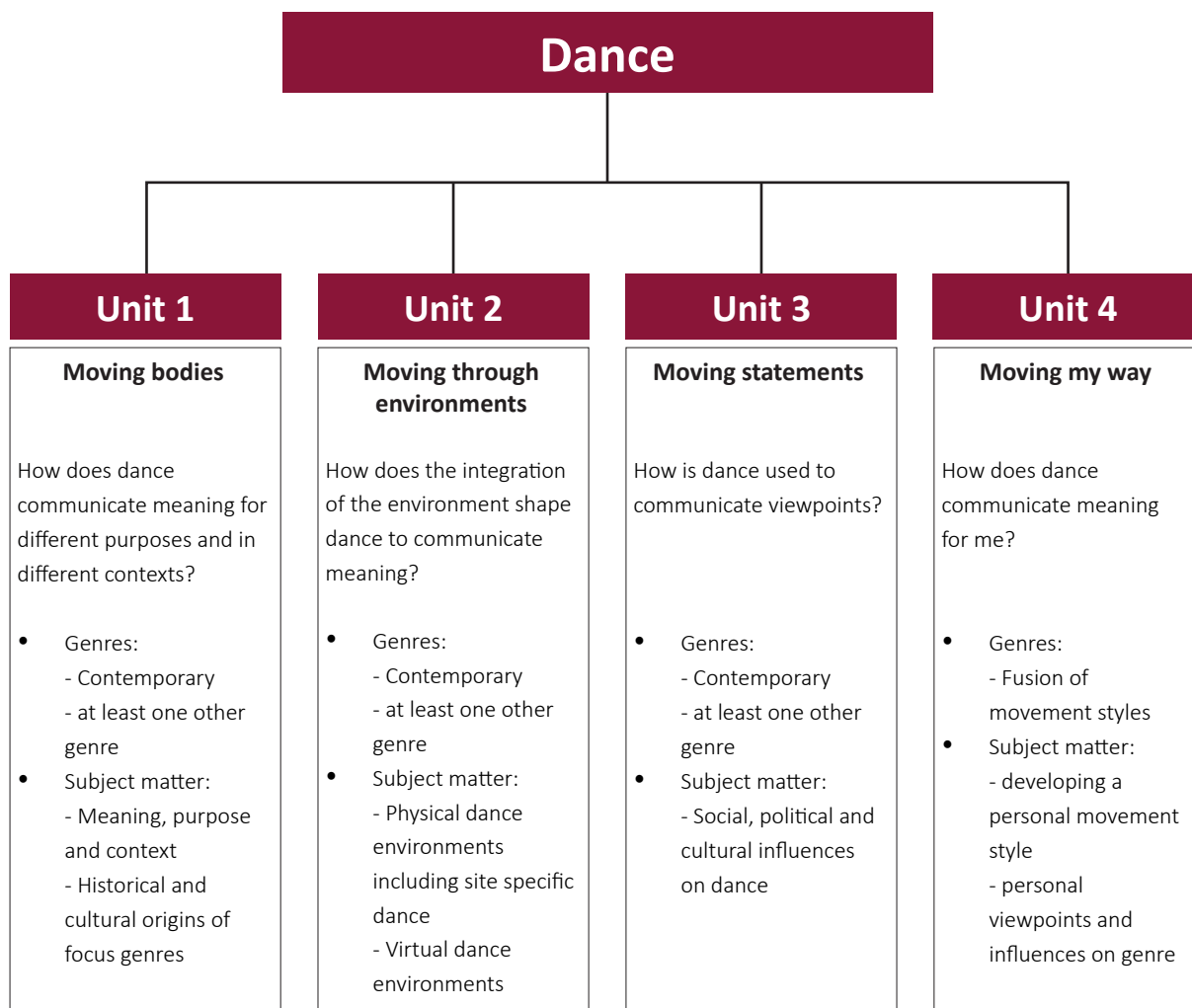
Objectives:

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

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

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

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

Summative assessments:

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)	20%	Summative internal assessment 3 (IA3)	35%
Performance		Project- Dance work	
Summative internal assessment 2 (IA2)	20%	Summative external assessment (EA)	25%
Choreography		Examination- extended response	

Drama

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

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, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

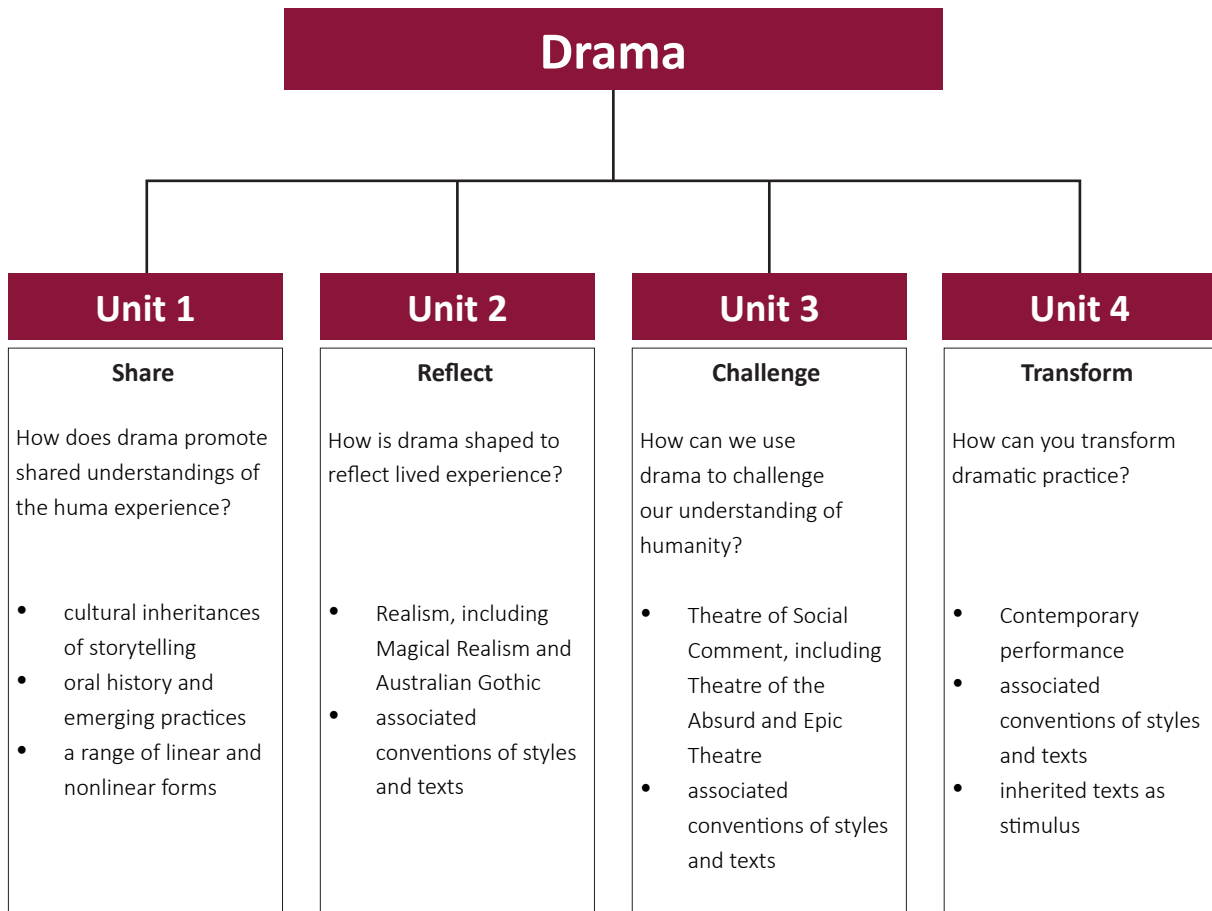
Objectives:

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

- demonstrate skills of drama apply literacy skills
- interpret purpose, context and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

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

Summative assessments:

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)	20%	Summative internal assessment 3 (IA3)	35%
• Performance		• Practiced project	
Summative internal assessment 2 (IA2)	20%	Summative external assessment (EA)	25%
• Project- dramatic concept		• Examination- extended response	

Film, Television and New Media

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make movingimage media products, and will investigate and respond to movingimage media content and production contexts.

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our selfexpression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to movingimage media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of movingimage media in a diverse range of global contexts.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

Pathways:

The processes and practices of Film, Television & New Media, such as projectbased learning and creative problemsolving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate workrelated creativity, innovative thinking and diversity.

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.

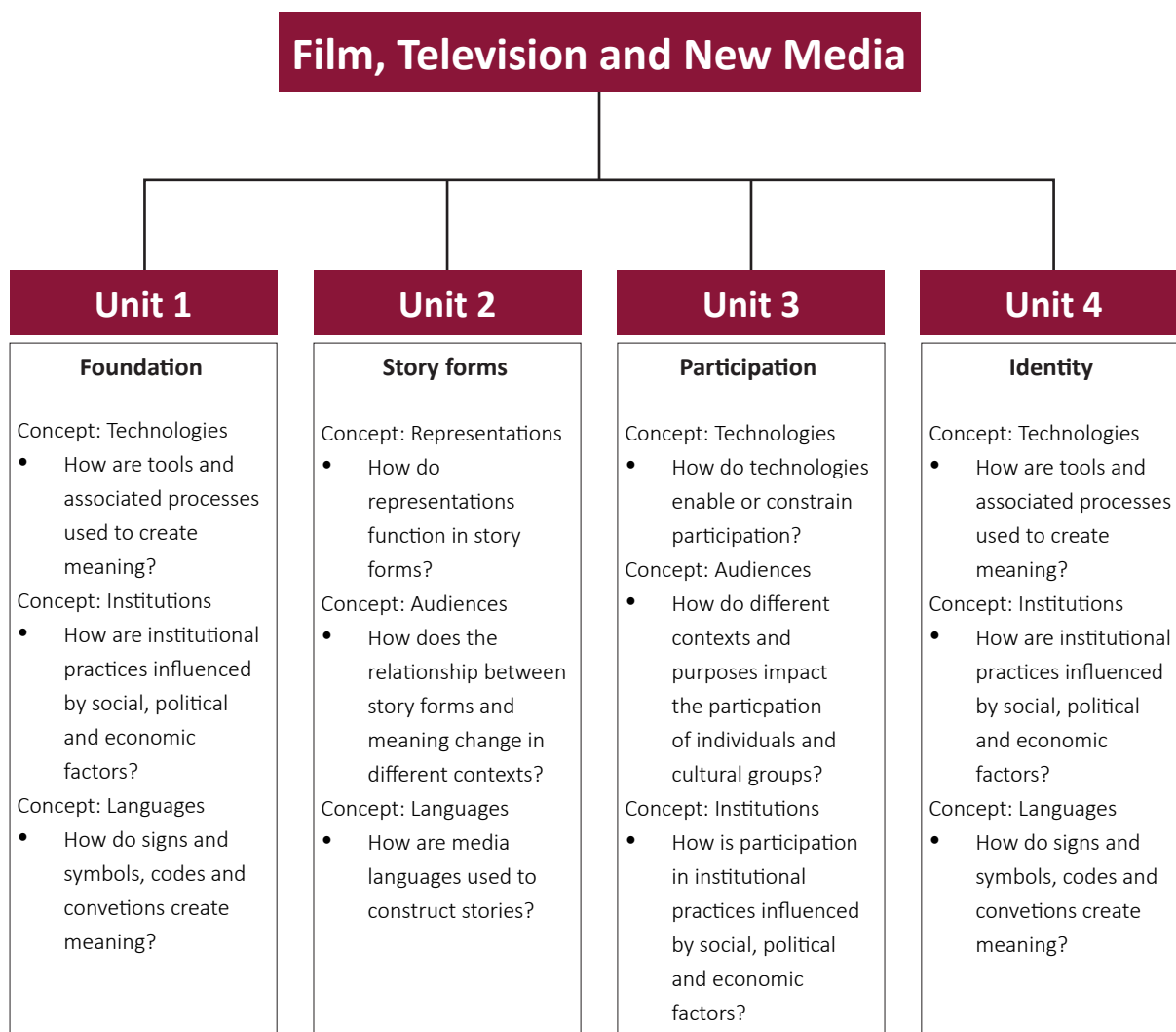
Objectives:

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

- design moving image media products
- create moving image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving image media products
- evaluate film, television and new media products, practices and viewpoints.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

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

Summative assessments:

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)	15%	Summative internal assessment 3 (IA3)	35%
Case study investigation		Stylistic production	
Summative internal assessment 2 (IA2)	25%	Summative external assessment (EA)	25%
Multiplatform content project		Examination- extended response	

Music

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

Pathways:

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment.

Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

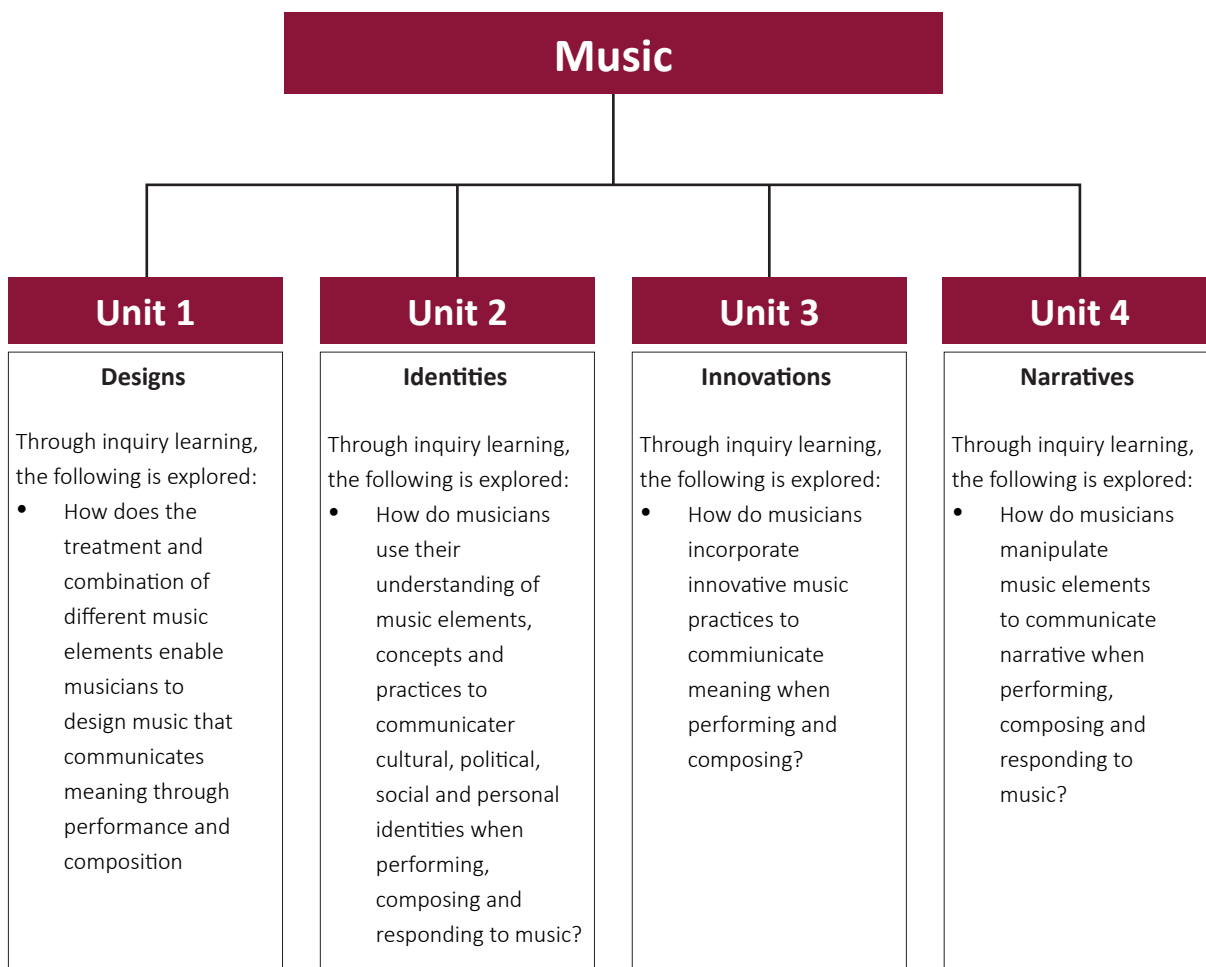
Objectives:

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

- demonstrate technical skills
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music
- realise music ideas
- resolve music ideas.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

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

Summative assessments:

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)	20%	Summative internal assessment 3 (IA3)	35%
Performance		Project	
Summative internal assessment 2 (IA2)	20%	Summative external assessment (EA)	25%
Composition		Examination- extended response	

Music in Practice

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problemsolving skills as they follow processes from conception to realisation and express music ideas of personal significance.

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 gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problemsolving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the realworld practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and selfesteem, and contribute to the social and cultural lives of their school and local community.

Pathways:

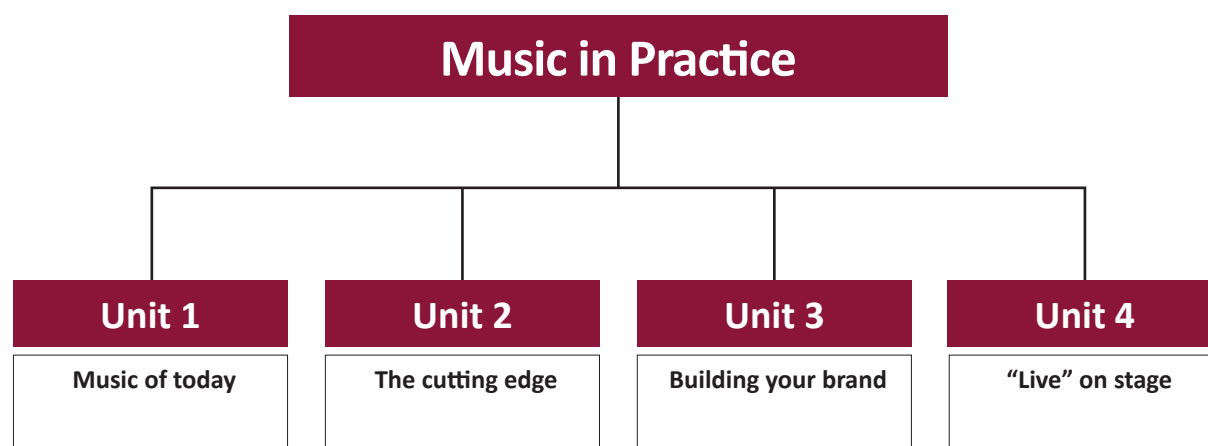
The discipline and commitment required in musicmaking provides students with opportunities for personal growth and development of lifelong learning skills. Learning in Music in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Music in Practice can establish a basis for further education and employment across a range of fields such as creative industries, education, venue and event management, advertising, communications, humanities, health, sciences and technology.

Objectives:

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

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



Assessment:

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

	Performance	Project
Composition	Students make a composition that is relevant to the purpose and context of the unit.	Composition up to 3 minutes, or equivalent section of a larger work.
Performance	Students perform music that is relevant to the unit focus.	Performance (live or recorded) up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus	Composition up to 3 minutes, or equivalent section of a larger work OR Performance (live or recorded) up to 4 minutes AND Planning and evaluation of composition or performance One of the following: • <i>Multimodal</i> (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • <i>Written</i>: up to 600 words • <i>Spoken</i>: up to 4 minutes, or signed equivalent

Visual Art

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

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

Pathways:

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

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

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

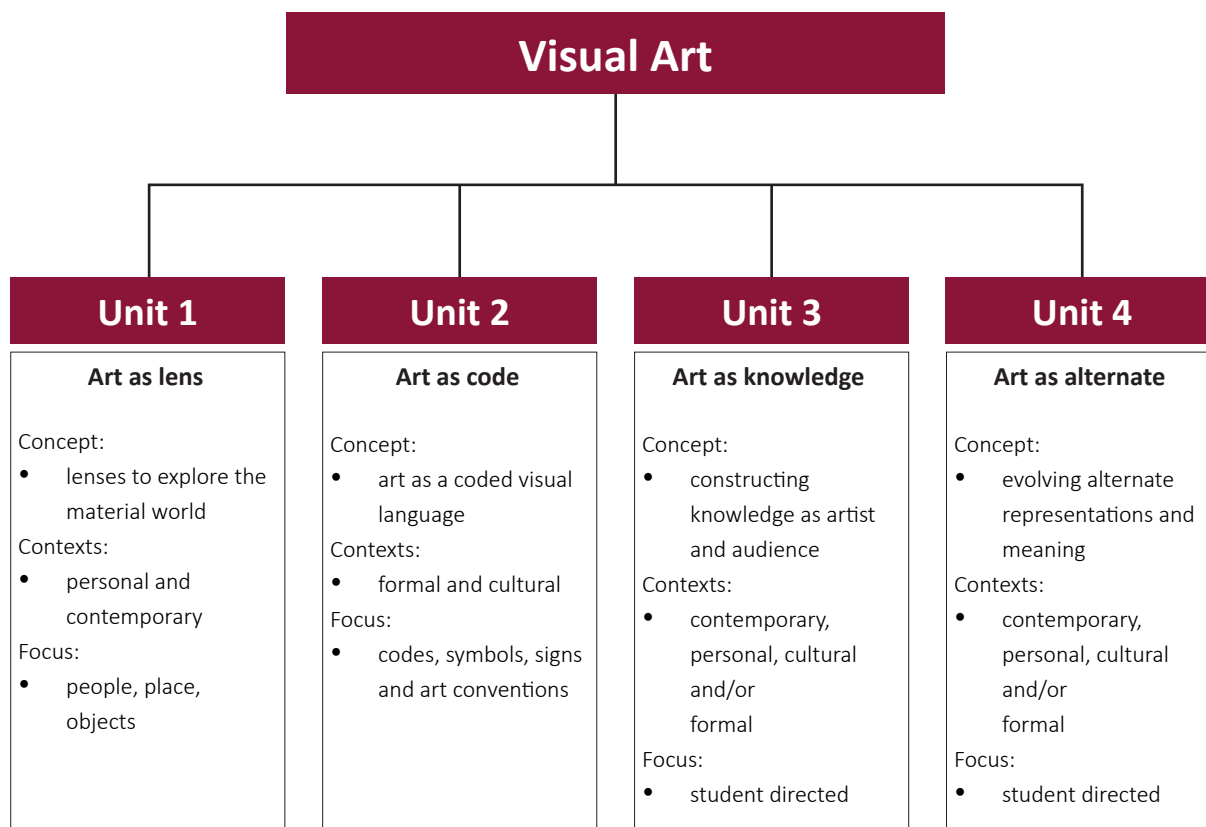
Objectives:

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

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

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

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

Summative assessments:

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

Visual Arts in Practice

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

In Visual Arts in Practice, students respond to authentic, realworld stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between artmaking purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more artmaking modes, selecting from 2D, 3D, digital (static) and timebased and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decisionmaking to justify their choices, reflecting and evaluating on the success of their own and others' artmaking. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Pathways:

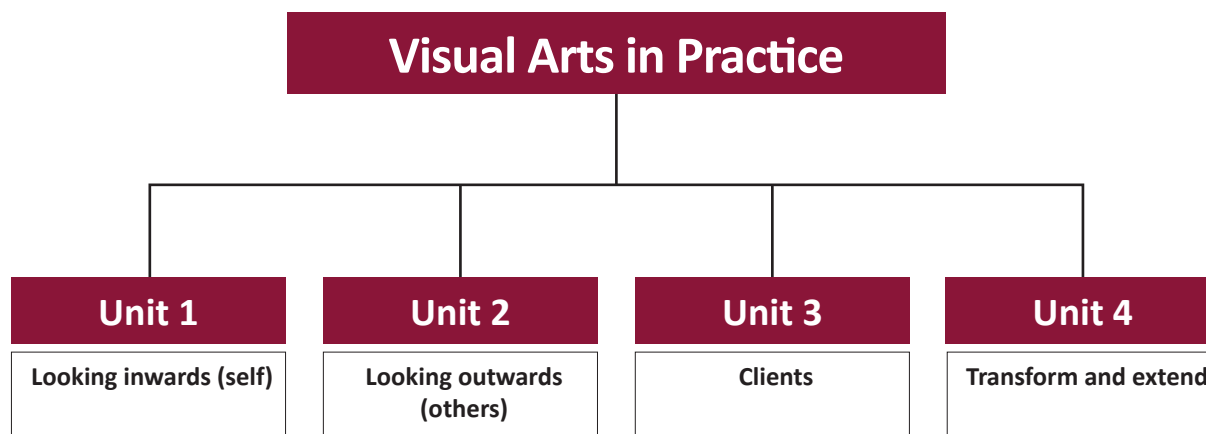
Learning in Visual Arts in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete projectbased work in various contexts.

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including creative industries, education, advertising and marketing, communications, humanities, health, recreation, science and technology.

Objectives:

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

- use visual arts practices
- plan artworks
- communicate ideas
- evaluate artworks.



Assessment:

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

	Performance	Project
Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks	Experimental folio Up to 8 experimental artworks: 2D, 3D, digital (static) and/or timebased OR Prototype artwork 2D, 3D, digital (static) and/or timebased media: - up to 4 artwork/s OR Design proposal Multimodal (at least two modes delivered at the same time): - up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s 2D, 3D, digital (static) and/or timebased OR Folio of stylistic experiments Up to 8 experimental artworks: 2D, 3D, digital (static) and/or timebased AND Planning and evaluations One of the following: Multimodal (at least two modes delivered at the same time): - up to 5 minutes, 8 A4 pages, or equivalent digital media - Written: up to 600 words
Resolved artwork	Students make a resolved artwork that communicates purpose and context relating to the focus of the unit.	Resolved artwork 2D, 3D, digital (static) and/or timebased media: up to 4 artwork/s

Music Extension

What is this course about?

Music Extension is offered in Year 12 only. It is a companion subject to Music. Students selecting Senior Music Extension from Year 9 Accelerated Music will engage in an accelerated music course. The course will allow students to study Music Units 1 and 2 in Year 10, Music Units 3 and 4 in Year 11 and Music Extension Units 3 and 4 in Year 12.

Music Extension provides an opportunity for students with specific abilities in music to extend their expertise. It is designed for students interested in specialising in one of three areas of music study: composition, musicology or performance. Students will undertake detailed studies in one of these specialisations.

In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. The course encourages students to investigate music concepts and ideas relevant to their specialisation.

As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. As they develop highly transferable and flexible skills, students become adaptable and innovative problem-solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers and learning in Music Extension prepares students to engage in a multimodal world.

How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Apply literacy skills
- Evaluate music
- Analyse music

For Compositional specialisation:

- Apply compositional devices
- Manipulate music elements and concepts
- Resolve music ideas

For Musicology specialisation:

- Analyse music
- Investigate music
- Synthesise information

For Performance specialisation:

- Apply technical skills
- Interpret music elements and concepts
- Realise music ideas

What will help me be successful in this course? (Readiness for Year 10)

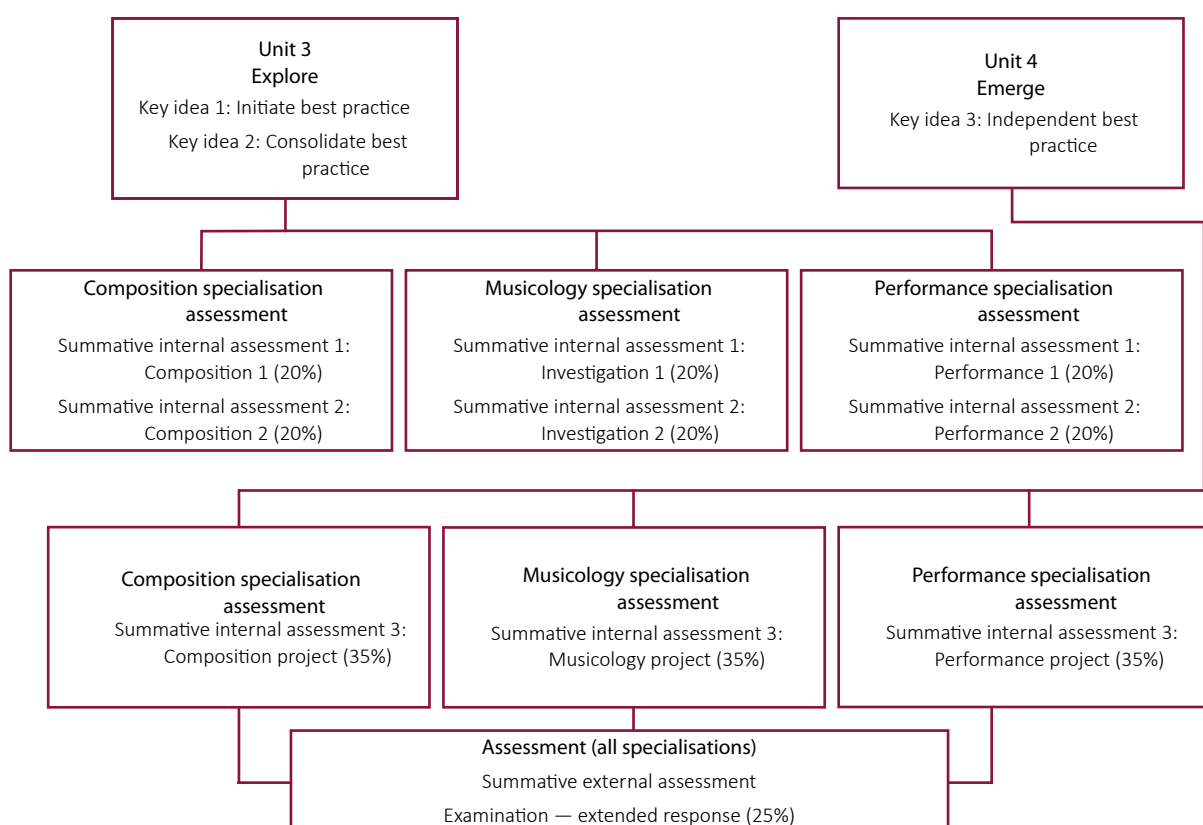
Music Extension is offered in Year 12 only. It is a companion subject to Music. Students must be studying, or have completed, Units 3 and 4 of Music to be eligible to enrol. The subject assumes that Units 1 and 2 of the Music (General) course (or equivalent) have been studied before commencing. 'Equivalent' refers to compatible interstate or overseas school Music syllabuses or qualifications.

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.

Music Extension: Year 12 overview

Subject Matter	Skills and Habits of Mind
- Specialisation in Composition, Musicology or Performance. - Composition: (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions. - Musicology: (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music and document sources and references about music to support research. - Performance: (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts and express music ideas to realise their performances. - Best practice — developing techniques and strategies to achieve the most efficient and effective result (e.g. seeking information specific to their specialisation, using efficient rehearsal strategies, experimenting with - music technologies, researching music concepts, using research methods). - Reflective practice, evaluate, examine and express information in the development of a response to - an unseen question in a written mode. This may involve solving a problem, expressing and justifying a viewpoint, analysing and interpreting artwork to communicate meaning, or applying concepts or theories.	Common to all specialisations: - Making judgments about the ideas and concepts evident in music in relation to purpose and context, examining and determining the value or significance of music from various perspectives - Investigate music, or ideas about music, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences - Communicate meaning, emotion or ideas through and/or about music in ways appropriate to their specialisation Students who specialise in Composition will be able to: - Use their knowledge and understanding of compositional devices to create a composition - Adapt and combine music elements and concepts in the compositional process - Express music ideas to consolidate and communicate meaning in composition Students who specialise in Musicology will be able to: - Examine and consider the constituent parts and the relationship between music elements, concepts and stylistic characteristics - Carry out a detailed and systematic examination or formal inquiry in order to establish or obtain facts and reach new conclusions - Draw together their investigation and analysis of music and combine their findings into a coherent and complex whole to justify a viewpoint Students who specialise in Performance will be able to: - Exhibit technical skills in performance of music specific to the instrument or sound source - Shape music elements and concepts in performance of music - Express music ideas to communicate meaning in performance

What are the units of work that I will study in Year 12?



Certificate III in Dance- CUA30120

Registered Training Organisation (RTO):
Marsden State High School (RTO Code: 043)
www.marsdenshs.eq.edu.au
07 3299 0555

QCE Credits: Up to 8 QCE Points

Description

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.

The job roles that relate to this qualification may include ensemble dancer.

Licensing, legislative, regulatory or certification considerations:

Qualification

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Units of competency in qualification

Some individual units of competency may have their own licensing, legislative, regulatory or certification requirements. Users must check individual units of competency for licensing, legislative, regulatory or certification requirements relevant to that unit.

Eligibility - Cost

Free to students enrolled at Marsden State High School.

Work Experience Applicable?

Yes

Training and Assessment Delivery

Project	Project Description
Choreography for the Crew	Candidates will engage in a comprehensive dance project that includes planning, choreographing, rehearsing, performing, and reflecting on a group ensemble piece. They will collaborate to develop choreography and prepare for rehearsals, with three observed rehearsals assessing their readiness, refinement of dance skills, and artistic elements specific to their chosen style.
Dance Teaching Unit	Candidates will engage in an authentic experience planning, delivering, and reflecting on teaching dance. During observed teaching sessions, they will be assessed on their safe dance practice, communication skills, and professionalism.
Mock Audition	Candidates will engage in an integral part of the industry by preparing for a digital audition, creating a solo dance work to a brief. They will participate in a mock in-person audition, receiving helpful feedback from industry professionals.
Jazz performance and Preparation	Candidates will engage in a comprehensive preparation process for a live jazz performance, essential for any performing artist. This unit involves both mental and physical preparation, blending physical conditioning with the development of performance techniques.

Certificate III in Music- CUA30920

Registered Training Organisation (RTO):
Marsden State High School (RTO Code: 043)
www.marsdenshs.eq.edu.au
07 3299 0555

QCE Credits: Up to 8 QCE Points

Description

This qualification reflects the role of individuals who apply a broad range of competencies in various work contexts in the music industry. They use some discretion, judgement and theoretical knowledge, and may undertake routine activities and provide support to a team or work group. They may work in music performance, sound production, music creation and composition, music business.

The job roles that relate to this qualification may include assistant sound technician, assistant music manager, musician, sound assistant and road crew.

Licensing/regulatory information

Licensing, legislative, regulatory or certification considerations

National Code of Practice for Induction for Construction Work

Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering the construction site are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work (Australian Safety Compensation Council, May 2007). Achievement of the unit CPCWHS1001 Prepare to work safely in the construction industry from the CPC Construction, Plumbing and Services Training Package fulfils this requirement.

Units of competency in qualification

Some individual units of competency may have their own licensing, legislative, regulatory or certification requirements. Users must check individual units of competency for licensing, legislative, regulatory or certification requirements relevant to that unit.

Eligibility - Cost

Free to students enrolled at Marsden State High School.

Work Experience Applicable?

Yes

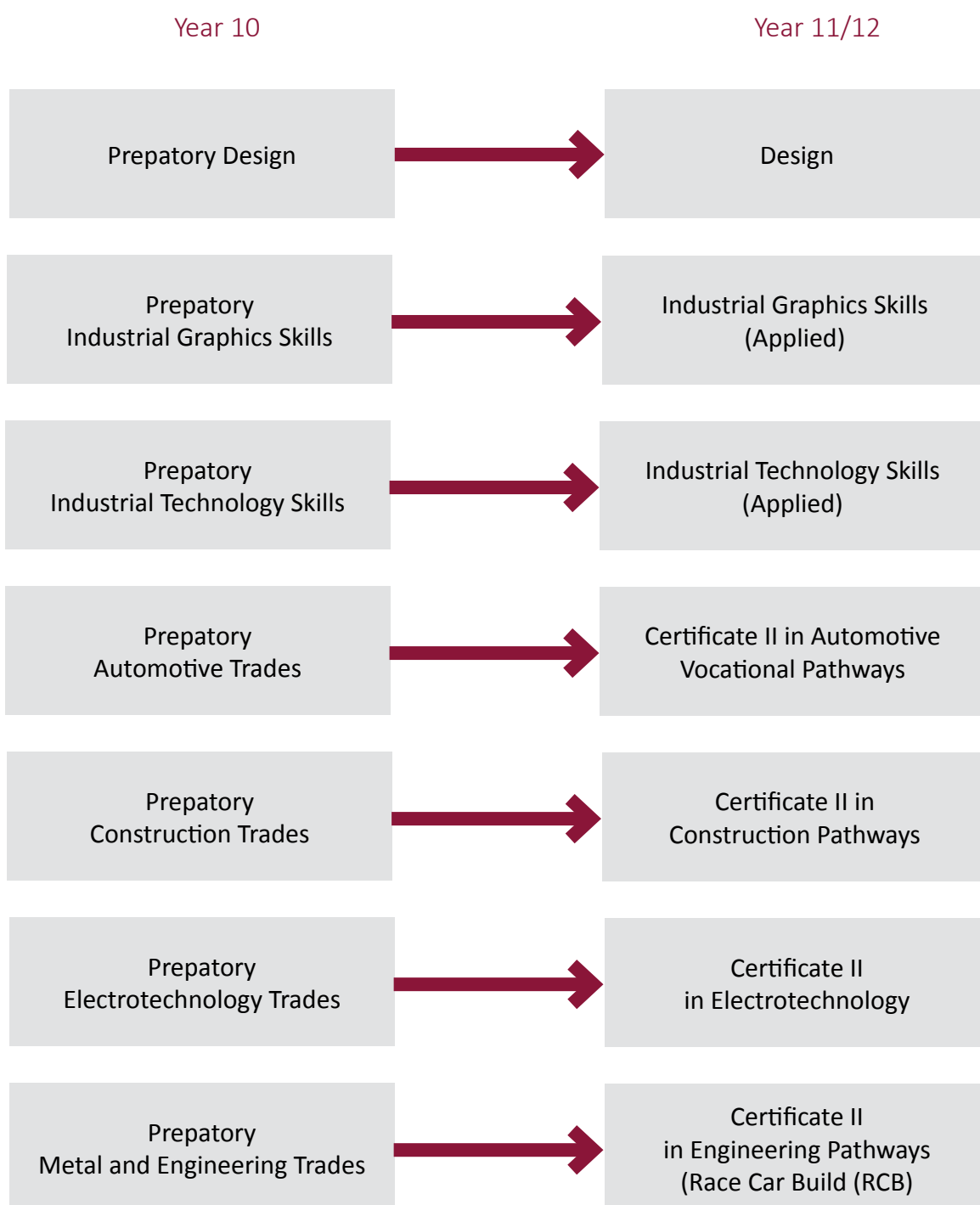
Training and Assessment Delivery

Project	Project Description
Choreography for the Crew	Candidates will engage in a comprehensive dance project that includes planning, choreographing, rehearsing, performing, and reflecting on a group ensemble piece. They will collaborate to develop choreography and prepare for rehearsals, with three observed rehearsals assessing their readiness, refinement of dance skills, and artistic elements specific to their chosen style.
Dance Teaching Unit	Candidates will engage in an authentic experience planning, delivering, and reflecting on teaching dance. During observed teaching sessions, they will be assessed on their safe dance practice, communication skills, and professionalism.
Mock Audition	Candidates will engage in an integral part of the industry by preparing for a digital audition, creating a solo dance work to a brief. They will participate in a mock in-person audition, receiving helpful feedback from industry professionals.
Jazz performance and Preparation	Candidates will engage in a comprehensive preparation process for a live jazz performance, essential for any performing artist. This unit involves both mental and physical preparation, blending physical conditioning with the development of performance techniques.

Industrial Design and Technologies



Learning area: Industrial Design and Technologies



Design

Design focuses on the application of design thinking to imagine creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problemsolving that uses divergent and convergent thinking strategies.

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

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

Objectives:

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

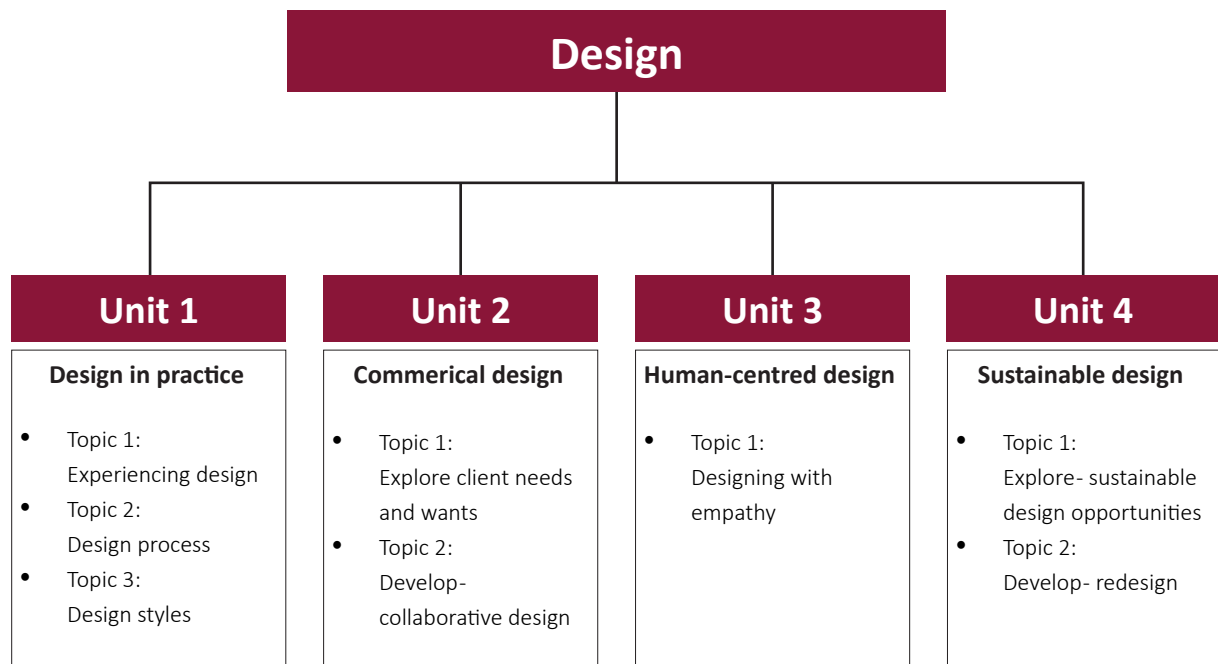
- describe design problems and design criteria
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- represent ideas, design concepts and design information using drawing and lowfidelity prototyping
- make decisions about and use modeappropriate features, language and conventions for particular purposes and contexts.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications. Students studying design are required to purchase:

- An A4 Visual Diary
- Black fineline pen

What are the units I will study in Year 11 and 12?



Assessment:

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

Summative assessments:

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)	20%	Summative internal assessment 3 (IA3)	30%
Examination- design challenge		Project	
Summative internal assessment 2 (IA2)	25%	Summative external assessment (EA)	25%
Project		Examination	

Industrial Graphics Skills

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

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

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

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, structural drafter, civil drafter and survey drafter.

Objectives:

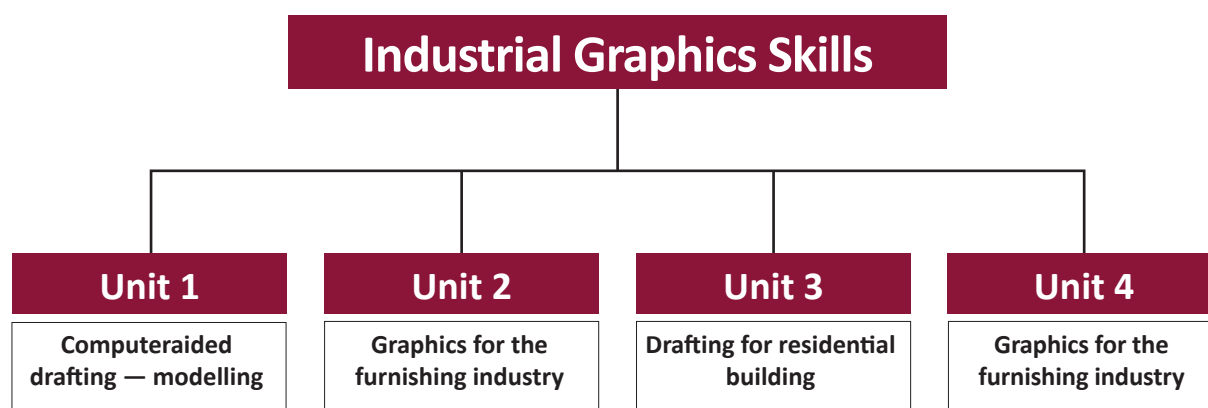
By the conclusion of the course of study, students will:

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information
- analyse drafting tasks to organise information
- select and apply drawing skills and procedures in drafting tasks
- use language conventions and features to communicate for particular purposes
- construct models from drawings
- create technical drawings from industry requirements
- evaluate industry practices, drafting processes and drawings, and makerecommendations.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.

What are the units I will study in Year 11 and 12?



Assessment:

For Industrial Graphic Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and this consists of four instruments, including:

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project)

Project	Practical Demonstration
• A response to a single task, situation and/or scenario	• A task that assesses the practical application of a specific set of teacher-identified production skills and procedures
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal non-presentation: 8 A4 pages max (or equivalent) • product: continuous class time	• Students demonstrate production skills and procedures in class under teacher supervision.

Industrial Technology Skills

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

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

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

Pathways:

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of furniture making, cabinet making, shop fitting, building and construction.

Objectives:

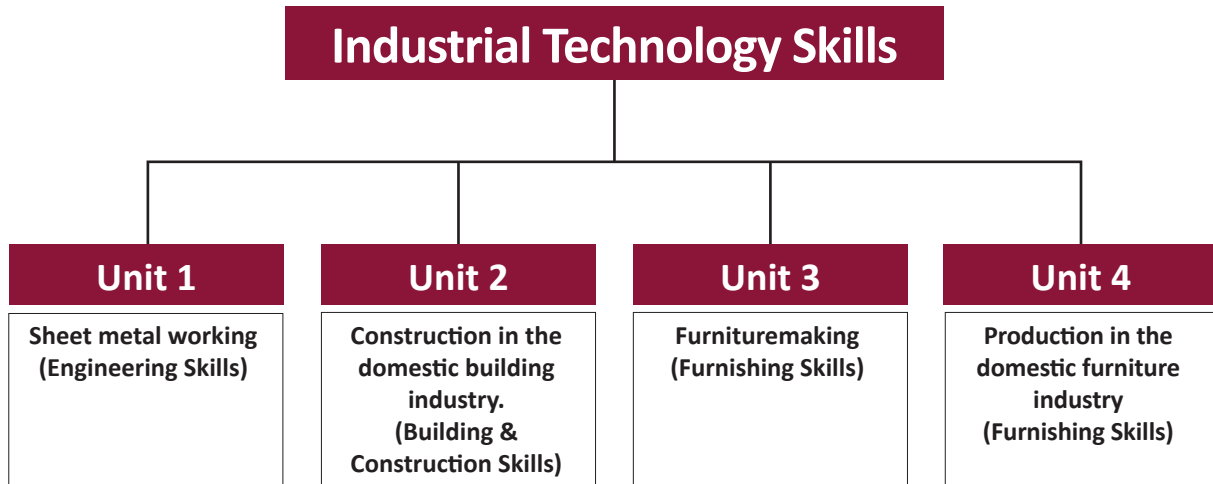
By the conclusion of the course of study, students will:

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations, language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.

What are the units I will study in Year 11 and 12?



Assessment:

For Industrial Technology Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and this consists of four instruments, including:

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project)

Project	Practical Demonstration
• A response to a single task, situation and/or scenario	• A task that assesses the practical application of a specific set of teacher-identified production skills and procedures
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal non-presentation: 8 A4 pages max (or equivalent) • presentation: 3-6 minutes • product: continuous class time	• Students demonstrate production skills and procedures in class under teacher supervision.

Certificate II in Automotive Vocational Preparation- AUR20720

Registered Training Organisation (RTO):
TAFE Queensland (RTO Code: 0275)
www.tafeqld.edu.au

QCE Credits: Up to 4 QCE Points

Description

Prepare for your career in the light or heavy automotive and marine industries with this entry-level course. This qualification will give you the basic skills and knowledge needed to pursue a light vehicle repair, heavy commercial vehicle repair, mobile plant repair, diesel fitting or marine mechanical apprenticeship.

According to the Australian Government's Job Outlook service, demand for qualified mechanics grew strongly over the past five years with employers finding it hard to fill vacancies. Job openings are expected to remain steady over the next five years.

In this course you will gain the basic skills and knowledge required to carry out workplace tasks safely and effectively. You will become familiar with electrical and mechanical components and systems and learn how to use appropriate tools and equipment to complete basic removal, inspection and refitting of heavy or light automotive vehicle components, or marine outboard, inboard and jet ski components.

This course will set you on the path to finding an apprenticeship in a wide range of automotive occupations including a light vehicle repair, heavy commercial vehicle repair (truck, Bus and Trailer servicing and repair) or Mobile Plant Repair (earth moving and mining equipment repair) or within marine mechanical workshops specialising in light and heavy diesel marine engines.

Eligibility - Cost

Information on fees is available at:

<https://tafeqld.edu.au/course/17/17784/certificate-ii-in-automotive-vocational-preparation>

Work Experience Applicable?

No

Training and Assessment Delivery

Skill and knowledge assessments are an essential step in progressing through your course. You may be assessed in a number of ways while you are studying at TAFE Queensland, including observation, written assessment, questioning, portfolios, work samples, third-party feedback, and through recognition of prior learning.

Further information on this course is available at:

<https://tafeqld.edu.au/course/17/17784/certificate-ii-in-automotive-vocational-preparation>

Certificate II in Construction Pathways

Registered Training Organisation (RTO):

Blue Dog Training (RTO Code: 31193)

www.bluedogtraining.com.au

07 3331 6004

QCE Credits: Up to 4 QCE Points

Description

The CPC20220 qualification introduces students to recognised construction trades and provides credit toward a construction industry Australian Apprenticeship (excluding plumbing). Units of competency cover essential work health and safety, communication, work planning, and the basic use of tools and materials. The course includes core units common to most Certificate III qualifications and is structured around a practical construction project that integrates these skills and employability outcomes. Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

Application

The learning program develops trade-like skills without aiming for trade-level expertise. For example, in tiling, learners are introduced to basic techniques; how tiles are laid, aligned, and adhered and complete a simple tiling task. In general construction, the focus is on safely using hand and power tools to build or modify basic timber projects, rather than advanced joinery or structural framing.

The emphasis is on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of learners and those around them.

Eligibility - Cost

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification. Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of \$1,200.

For eligibility requirements, refer to the Blue Dog Training website:

<https://bluedogtraining.com.au/en-au/for-schools>

For information on the refund policy, visit:

<https://bluedogtraining.com.au/en-au/company-policies#level-3>

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors.

Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment.

Training is delivered through online theory via Blue Dog Training's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.

Core	
CPCCOM1013	Plan and organise work
CPCCOM1015	Carry out measurements and calculations
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCVE1011*	Undertake a basic construction project
Elective	
CPCWHS1001#	Prepare to work safely in the construction industry
CPCCCM1011	Undertake basic estimation and costing
CPCCCM2004*	Handle construction materials
CPCCCA2002*	Use carpentry tools and equipment
CPCCWF2002*	Use wall and floor tiling tools and equipment

Notes:

- An asterisk(*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk*
- Elective units may change prior to program commencement to ensure alignment with current industry practices
- # CPCWHS1001 meets WHSQ requirements for General Construction Induction Training (GCIT) and must be completed before site access. Completion of this unit in the Blue Dog Training VETiS program results in a WHSQ Construction Induction ('White Card').
- More information about this qualification is available at: <https://training.gov.au/Training/Details/CPC20220>

Certificate II in Electrotechnology- UEE22020

Registered Training Organisation (RTO):
TAFE Queensland (RTO Code: 0275)
www.tafeqld.edu.au

QCE Credits: Up to 4 QCE Points

Description

Kick-start your career in the electrotechnology industry with this entry-level course. Build the skills you need to get your foot in the door for an apprenticeship or seek trade assistant work to get you started.

Qualified electricians are currently in demand with the number of people employed in the industry growing very strongly over the past few years. According to the Australian Government's Job Outlook service there's expected to be around 26,000 job openings for electricians in the next five years.

In this course you will learn the skills needed to safely undertake basic electrotechnology work and solve problems in extra-low voltage single-path and multiple-path DC circuits. You'll learn about environmentally sustainable work practices and the selection and use of materials, tools and components for electrical work. This course also covers a General Safety Induction course (White Card) – an industry requirement to work on Queensland construction sites, and some of the units needed for the first stage of an electrical apprenticeship.

Successful completion of this course will put you on the path to an apprenticeship with a huge choice in the industry. Opportunities exist in electrical cabling, equipment, instrumentation, switchgear, telecommunications, air conditioning and refrigeration, or renewable energy.

Eligibility - Cost

Information on fees is available at:

<https://tafeqld.edu.au/course/17/17886/certificate-ii-in-electrotechnology-career-start>

Work Experience Applicable?

No

Training and Assessment Delivery

Skill and knowledge assessments are an essential step in progressing through your course. You may be assessed in a number of ways while you are studying at TAFE Queensland, including observation, written assessment, questioning, portfolios, work samples, third-party feedback, and through recognition of prior learning.

Further information on this course is available at:

<https://tafeqld.edu.au/course/17/17886/certificate-ii-in-electrotechnology-career-start>

Certificate II in Engineering Pathways

Registered Training Organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3331 6004

QCE Credits: Up to 4 QCE Points

Description

The MEM20422 qualification introduces students to an engineering or related working environment. Students develop skills and knowledge across a range of engineering and manufacturing tasks, supporting entry-level employment pathways including apprenticeships, traineeships, or general roles in the industry. Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

Application

The learning program develops trade-like skills without aiming for trade-level outcomes. For example, in welding, learners are introduced to basic techniques and complete simple tasks, rather than developing trade-level theory and practice. Similarly, in machining, the focus is on producing a basic item using equipment such as a lathe, rather than advanced theory and practice. The emphasis is on using engineering tools and equipment to produce or modify objects safely, ensuring the well-being of learners and others around them.

Eligibility - Cost

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification.

Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of \$1,200.

For eligibility requirements, refer to the Blue Dog Training website:

<https://bluedogtraining.com.au/en-au/for-schools>

For information on the refund policy, visit:

<https://bluedogtraining.com.au/en-au/company-policies#level-3>

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors.

Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment.

Training is delivered through online theory via Blue Dog Training's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.

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

Notes:

- An asterisk(*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk*
- Elective units may change prior to program commencement to ensure alignment with current industry practices
- More information about this qualification is available at:
<https://training.gov.au/Training/Details/MEM20244>

Career Ready Option

Certificate II in Engineering Pathways (Race Car Build (RCB)- MEM20422

Registered Training Organisation (RTO):
Formula High School (RTO Code: 0104)
www.formulahighschool.com.au

QCE Credits: Up to 4 QCE Points

Description

Formula High School is a prestigious school based program that equips students with the skills, experience and knowledge to excel in an engineering based career path. The program centres around the very sought after MEM20422 Certificate II in Engineering Pathways qualification.

Throughout the completion of this qualification, students will work as a team to construct a customized race car. From chassis to exterior, students will develop and construct a car that is ready for our renowned annual Formula High School Challenge day.

Application

The Formula High School program is the pinnacle of where education meets innovation. The program is designed to not only give students the necessary skills and qualifications for the engineering industry, but also develop an even larger passion towards it.

Formula High School is based around creating a successful engineering workplace environment to ensure that students are positioned as the most ideal applicant when it comes to seeking a meaningful career after their school years.

Participants of the program are also granted access to our wide network of employers who will turn them into our new leaders.

Eligibility - Cost

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification.

Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of \$1,200.

For eligibility requirements, refer to the Blue Dog Training website:

<https://dtet.qld.gov.au/training/providers/funded/vetis>

Further Information on this course is available at:

<https://www.formulahighschool.com.au/program-overview>

Training and Assessment Delivery

The Formula High School VETiS program is delivered at the student's school during timetabled classes by qualified trainers and assessors.

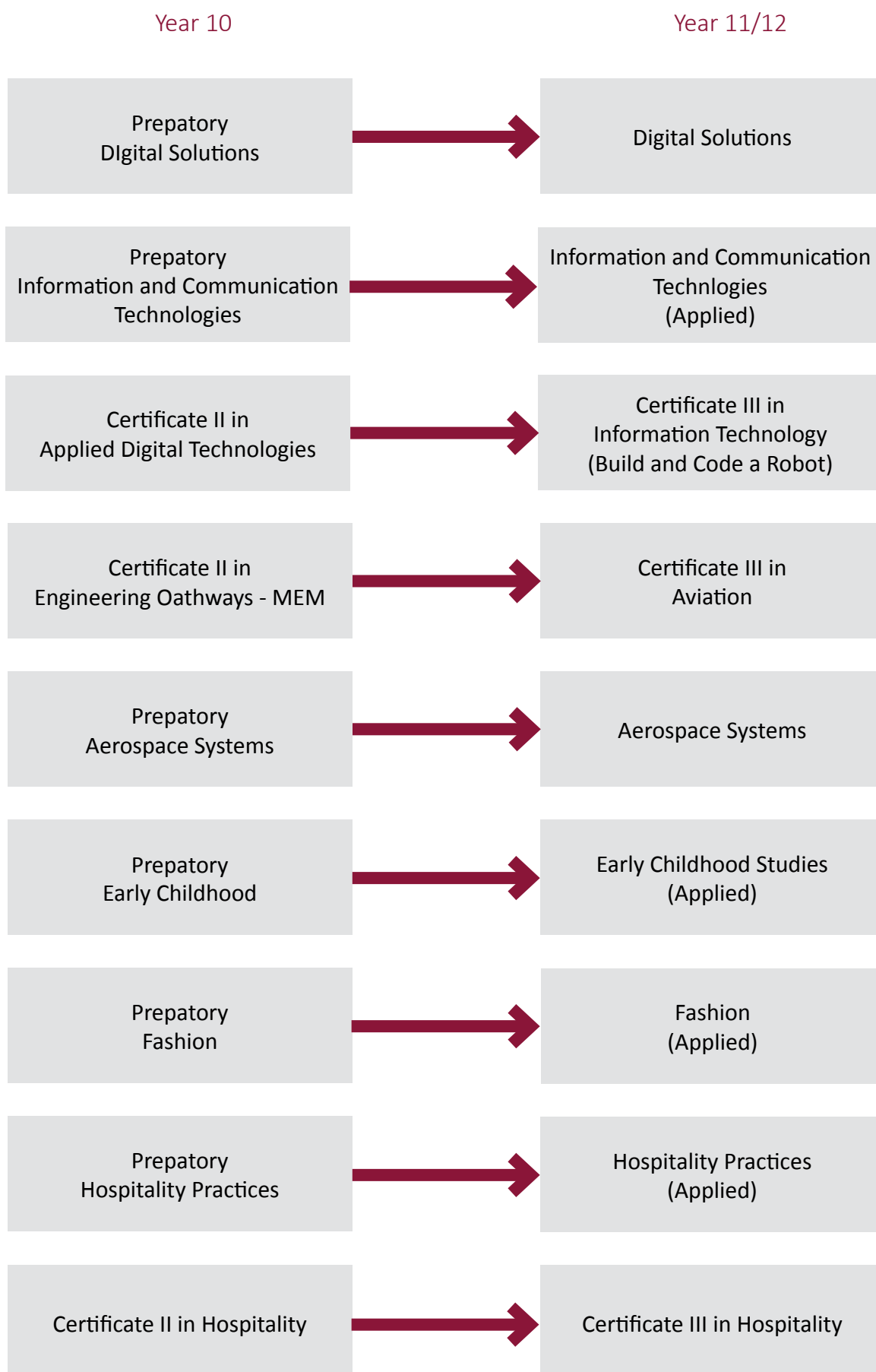
Students are enrolled with Formula High School, who is responsible for all training and assessment and issues qualifications and statements of attainment.

Training is delivered through online theory via Formula High School's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.

Digital Technologies



Learning area: Digital Technologies



Aerospace Systems

Students who study Aerospace Systems learn about the fundamentals, history and future of the aerospace industry. They gain knowledge of aeronautics, aerospace operations, safety management systems (including human factors), and systems thinking, enabling them to solve real-world-related aerospace problems using the problem-solving process in Aerospace Systems.

In this subject, students use systems thinking habits, systems thinking strategies, and aerospace technology knowledge, concepts and principles to explore problems and develop solutions. Students learn to understand and interpret the relationships between and within connected systems and their component parts. They identify patterns in problematic aerospace systems situations and make proposals concerning solutions. This learnt ability provides students with the higher order cognitive capacity to engage with problems that exist in an exciting and dynamic technological world. Students develop and use skills that include analysis, decision-making, justification, recognition, comprehension and evaluation to develop solutions to aerospace problem situations. The problem-based learning framework in Aerospace systems encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Students become adaptable and resilient through their problem-solving learning experiences, improving their ability to interpret events, analyse situations and comprehend cause-and-effect relationships. Through their study of Aerospace Systems, students appreciate that short-term fixes may have long-term implications. Students recognise the complexity of global, national and local community problem situations and understand the challenges faced in generating sustainable and durable solutions.

Pathways:

A course of study in Aerospace Systems provides an excellent foundation for university study, vocational education and training (VET), and employment in the growing aerospace and engineering industries..

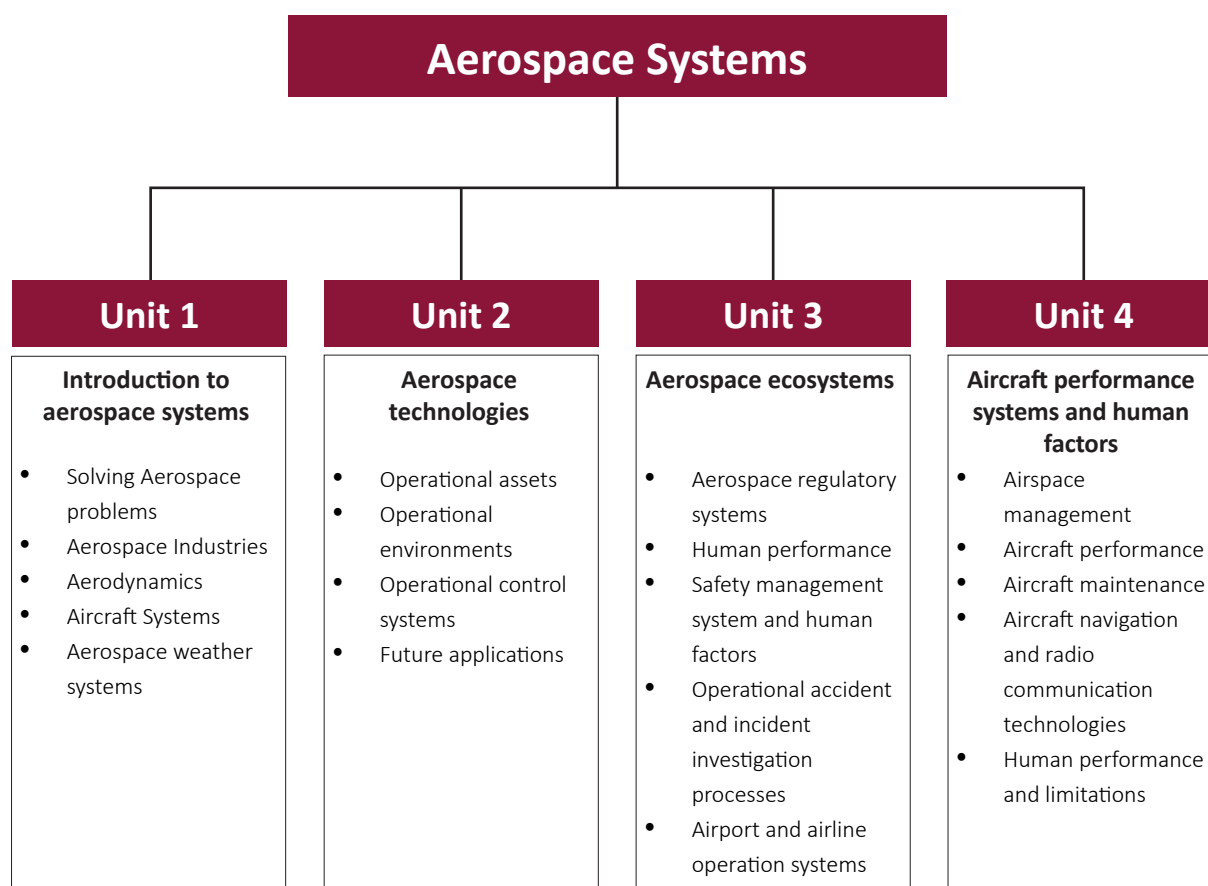
Objectives:

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and relationships
- analyse problems and information
- determine success criteria for aerospace problems
- synthesise information and ideas to propose possible solutions
- generate solutions to provide data to determine the feasibility of proposals
- 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

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

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

Summative assessments:

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)	25%	Summative internal assessment 3 (IA3)	25%
• Aerospace solution		• Aerospace solution	
Summative internal assessment 2 (IA2)	25%	Summative external assessment (EA)	25%
• Examination- Combination response		• Examination- combination response	

Digital Solutions

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to 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.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Pathways:

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

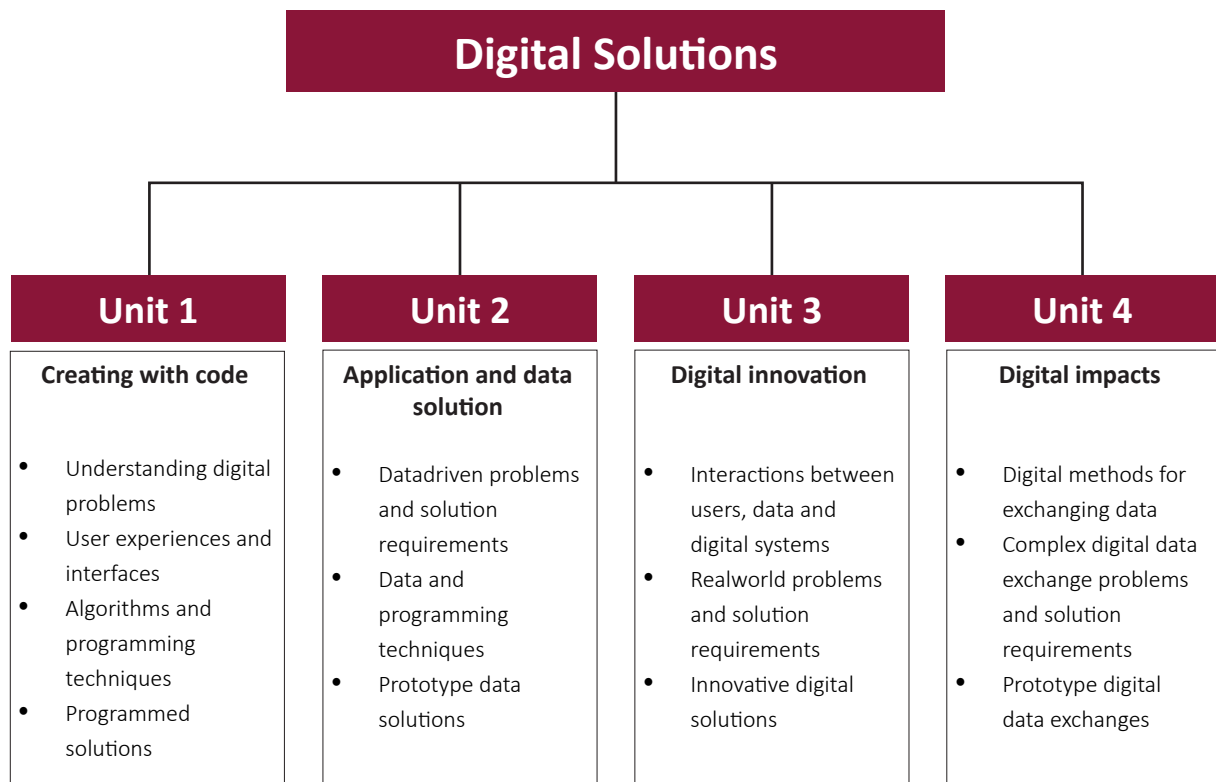
Objectives:

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use modeappropriate features, language and conventions for particular purposes and contexts

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.



Assessment:

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

Summative assessments:

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)	20%	Summative internal assessment 3 (IA3)	30%
• Investigation- technical proposal		• Project- folio	
Summative internal assessment 2 (IA2)	25%	Summative external assessment (EA)	25%
• Project- digital solution		• Examination	

Early Childhood Studies

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

Students explore playbased learning activities from two perspectives: they use theories about early childhood learning and devise playbased learning activities responsive to children's needs

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

Pathways:

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

Objectives:

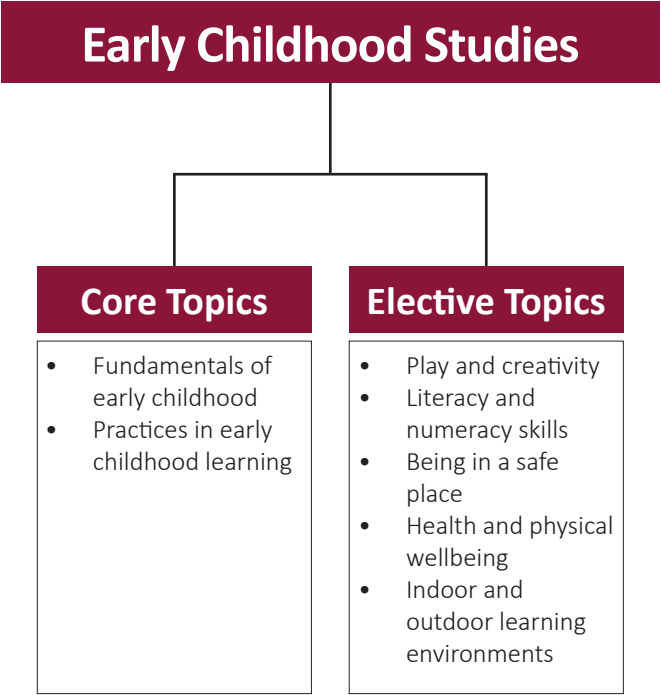
By the conclusion of the course of study, students will:

- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning.
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes
- plan and justify playbased learning activities responsive to children's needs
- evaluate playbased learning activities in response to children's needs
- evaluate contexts in early childhood learning.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.

What are the units I will study in Year 11 and 12?



Assessment:

For Early Childhood Studies, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

- two projects
- two other assessments

Project	Investigation	Extended Response	Examination
• A response to a single task, situation and/or scenario	• A response that includes locating and using information beyond students’ own knowledge and the data they have been given.	• A technique that assesses the interpretation, analysis/ examination and/or evaluation of ideas and information in provided stimulus materials.	• A response that answers a number of provided questions, scenarios and/ or problems.
• At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time.	• Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes	• Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item

Fashion

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

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

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

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:

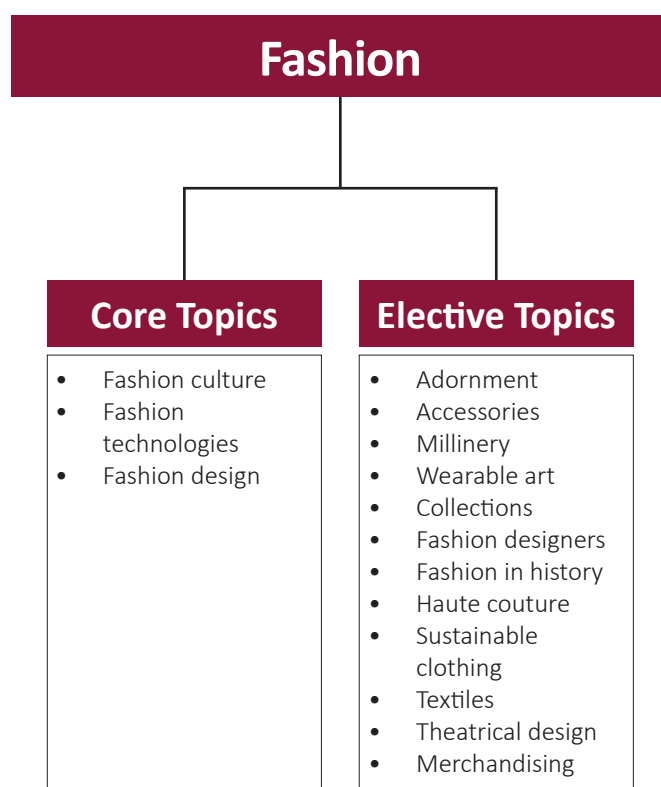
By the conclusion of the course of study, students will:

- identify and interpret fashion fundamentals
- explain design briefs
- demonstrate elements and principles of fashion design and technical skills in fashion contexts
- analyse fashion fundamentals
- apply fashion design processes
- apply technical skills and design ideas related to fashion contexts
- use language conventions and features to achieve particular purposes
- generate, modify and manage plans and processes
- synthesise ideas and technical skills to create design solutions
- evaluate design ideas and products
- create communications that convey meaning to audiences.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.

What are the units I will study in Year 11 and 12?



Assessment:

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

- two projects
- one extended response

Project	Investigation	Extended Response	Product
• A response to a single task, situation and/or scenario	• A response that includes locating and using information beyond students' own knowledge and the data they have been given	• A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	• A response applies identified skill/s in fashion technologies and design processes.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product: 1–4.	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: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• products 1–4

Hospitality Practices

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

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

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

Pathways:

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

Objectives:

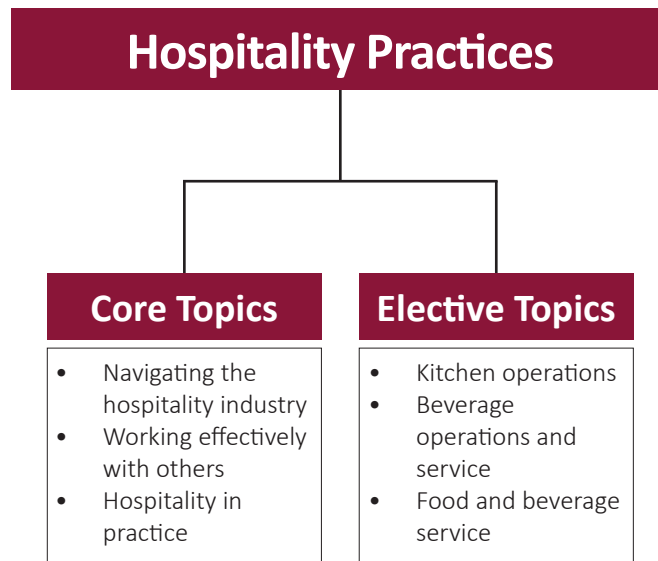
By the conclusion of the course of study, students will:

- explain concepts and ideas from the food and beverage sector
- describe procedures in hospitality contexts from the food and beverage sector
- examine concepts and ideas and procedures related to industry practices from the food and beverage sector
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes.
- plan, implement and justify decisions for events in hospitality contexts
- critique plans for, and implementation of, events in hospitality contexts
- evaluate industry practices from the food and beverage sector.

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.

What are the units I will study in Year 11 and 12?



Assessment:

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

- at least two projects
- at least one investigation or an extended response

Project	Investigation	Extended Response	Product
• A response to a single task, situation and/or scenario	• A response that includes locating and using information beyond students' own knowledge and the data they have been given	• A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	• A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product and performance: continuous class time	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: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60-90 minutes • 50-250 wrds per item.

Information Communication Technologies

Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

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

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

Pathways:

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

Objectives:

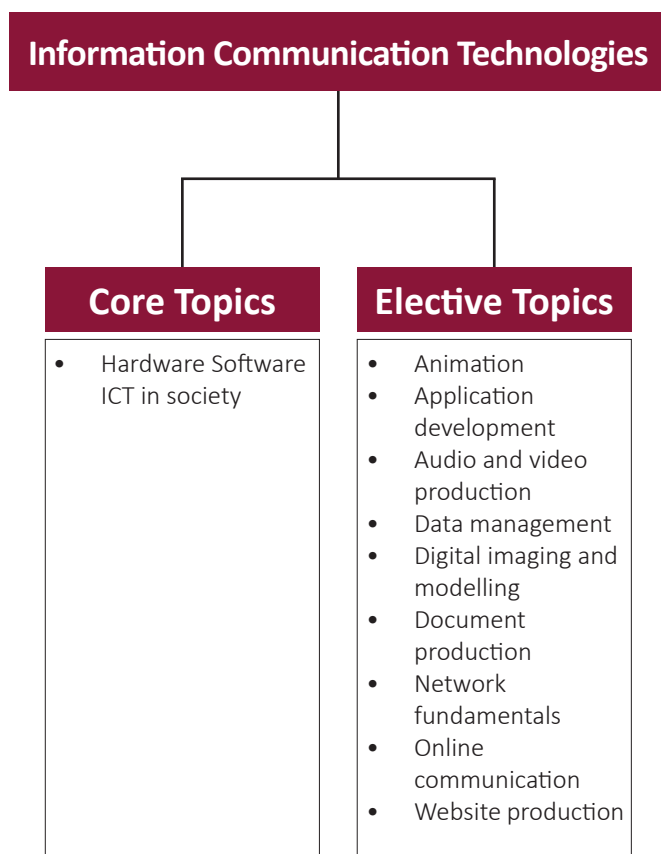
By the conclusion of the course of study, students will:

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society
- Analyse ICT problems to identify solutions
- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problemsolving processes and solutions, and make recommendation

Costs:

It is expected that students studying this subject participate in BYOD. Please see page 162 for further information and device specifications.

What are the units I will study in Year 11 and 12?



Assessment:

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

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project)

Project	Extended Response
• A response to a single task, situation and/or scenario	• A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal • product: continuous class time	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.

Certificate III in Information Technology (Build and Code a Robot)- ICT30120

Registered Training Organisation (RTO):
TAFE Queensland (RTO Code: 0275)
www.tafeqld.edu.au

QCE Credits: Up to 8 QCE Points

Description

Kick-start your career in information and communications technology (ICT) with this entry-level qualification. Get the hands-on skills for the role you want with both a foundation stream and range of specialised streams. According to the Australian Government's Job Outlook service, the number of people working as ICT support technicians is expected to continue to grow very strongly over the coming years. This very large occupation is likely to see around 62,000 job openings over the next five years.

Generalist IT Support stream

Choosing the IT Support stream will give you the skills you need to work as an ICT help desk operator. You'll discover how to care for computer hardware, provide ICT advice to clients, and provide basic system administration support.

Foundation stream

Providing a broad focus area, this stream has units from networking, programming, web design, cyber and cloud to give a general idea of IT and can step you into all Diploma areas.

Cyber Security Awareness

By choosing this stream, you will learn how to identify security threats and how to maintain the security of digital devices. You will also learn how to protect and secure information assets and how to administer security of systems.

Cyber and Networking stream

This stream gives you a fundamental level of networking and cyber knowledge and skill to ensure an understanding of network administration and configuration, and the essentials for raising cyber security awareness and basic security, to enable you to take the next step towards deeper levels of networking, cloud and cyber security study or to work in entry level positions in IT.

Web Development stream

The Website Technologies stream will prepare you to work as an ICT technician building and maintaining websites. You'll learn how to use social media tools, produce images for the web, and build, review and maintain simple websites.

Application

Choosing to study a TAFE at School course is a great way to get a vocational qualification while you're still in high school. You also gain valuable credits towards your QCE, an apprenticeship, a diploma or university.

TAFE at School gives you a taste of what higher education is all about, makes you work-ready, and helps you build practical skills in an adult-learning environment. Successful completion of a TAFE at School qualification gives you direct entry into any of our diploma courses. You must be a Year 11 or 12 student enrolled at a participating high school, in some instances Year 10 students may be considered. In addition, the duration of your TAFE at School course cannot be longer than your remaining high school studies. Speak to your high school guidance counsellor or careers advisor for more information. Course placements are subject to availability.

Eligibility - Cost

Information on fees for this course is available at:

<https://tafeqld.edu.au/course/17/17940/certificate-iii-in-information-technology>

Further Information on this course is available at:

<https://tafeqld.edu.au/course/17/17940/certificate-iii-in-information-technology>

Training and Assessment Delivery

Skill and knowledge assessments are an essential step in progressing through your course. You may be assessed in a number of ways while you are studying at TAFE Queensland, including observation, written assessment, questioning, portfolios, work samples, third-party feedback, and through recognition of prior learning.

Certificate III in Hospitality- SIT30622

Registered Training Organisation (RTO):
TAFE Queensland (RTO Code: 0275)
www.tafeqld.edu.au

QCE Credits: Up to 8 QCE Points

Description

This qualification will provide you with the essential skills and knowledge to join the hospitality industry in an entry-level position. This course offers you the chance to discover the various exciting career pathways in hospitality — from front office receptionist in a five-star hotel, to a banquet attendant serving a function for 1,000 people, to preparing the latest on-trend cocktails.

According to the Australian Government's Job Outlook service, experienced waiters, café workers and other hospitality workers are in high demand. Strong future growth is predicted in these areas with over 200,000 job openings expected over the next five years.

In this course you will learn how to work effectively in the hospitality industry, study the lost art of real customer service, discover how to coach others in job skills and boost your cultural awareness.

Successful completion of this course will enable you to enter the workforce as a hospitality professional. You will also be well placed to continue on to further studies in this area.

Application

Choosing to study a TAFE at School course is a great way to get a vocational qualification while you're still in high school. You also gain valuable credits towards your QCE, an apprenticeship, a diploma or university.

TAFE at School gives you a taste of what higher education is all about, makes you work-ready, and helps you build practical skills in an adult-learning environment. Successful completion of a TAFE at School qualification gives you direct entry into any of our diploma courses. You must be a Year 11 or 12 student enrolled at a participating high school, in some instances Year 10 students may be considered. In addition, the duration of your TAFE at School course cannot be longer than your remaining high school studies. Speak to your high school guidance counsellor or careers advisor for more information. Course placements are subject to availability.

Eligibility - Cost

Information on fees for this course is available at:

<https://tafeqld.edu.au/course/17/17724/certificate-iii-in-hospitality>

Further Information on this course is available at:

<https://tafeqld.edu.au/course/17/17724/certificate-iii-in-hospitality>

Training and Assessment Delivery

Skill and knowledge assessments are an essential step in progressing through your course. You may be assessed in a number of ways while you are studying at TAFE Queensland, including observation, written assessment, questioning, portfolios, work samples, third-party feedback, and through recognition of prior learning.

Certificate III in Aviation (Remote Pilot)- AVI30419

Registered Training Organisation (RTO):
Skills Generation (RTO Code: 41008)
www.skillsgeneration.com.au

QCE Credits: Up to 8 QCE Points

Description

Passionate about aviation? Looking to start a career in the rapidly evolving drones' sector? Gain your Certificate III, CASA Remote Pilot Licence and Aeronautical Radio Operator Certificate in a single learning journey – get ready for take-off!

AVI30419 Certificate III in Aviation (Remote Pilot) prepares you for a role as a drone pilot and will provide you with the skills and knowledge to operate commercially. The curriculum has been uniquely designed to also incorporate the CASA Remote Pilot Licence (RePL) and Aeronautical Radio Operator Certificate (AROC) theory, in a single learning journey.

This qualification is relevant to individuals operating remotely piloted aircraft systems (RPAS):

- within visual line of sight (VLOS)
- below 400 feet above ground level (AGL)
- in day visual meteorological conditions (VMC)
- outside of controlled airspace
- greater than 3 nautical miles from an aerodrome
- outside of populous areas

Benefits of studying this course:

- Gain a nationally recognised accredited qualification
- Obtain your CASA Remote Pilot's Licence (RePL) with an option for your Aeronautical Radio Operator Certificate (AROC)
- According to the Australian Government's Job Outlook Service, the Aviation sector has "Strong" future growth prospects and provides strong career pathways into a diverse range of careers across multiple industries
- Access an employment area that offers a diversity of roles and working conditions – including flexible hours and geographic location.

Eligibility - Cost

Information on fees for this course is available at:

<https://skillsgeneration.com.au/courses/avi30419-certificate-iii-in-aviation-remote-pilot/>

Further Information on this course is available at:

<https://skillsgeneration.com.au/courses/avi30419-certificate-iii-in-aviation-remote-pilot/>

Training and Assessment Delivery

- 14 units of competency – nine core units and 5 elective units to gain Certificate III qualification.
-
- On successful completion of this course students will also qualify for their CASA Remote Pilot's License (RePL) and will be eligible to achieve the AROC (Aeronautical Radio Operator Certificate) for an additional fee.
-
- The qualifications gained through this course form the necessary requirements of the Civil Aviation Safety Authority (CASA) as described in Civil Aviation Safety Regulation (CASR) part 101, division 101.F3 – Certification of UAV controllers.

Certificate II in Health Support Services- HLT23221

Registered Training Organisation (RTO):
TAFE Queensland (RTO Code: 0275)
www.tafeqld.edu.au

QCE Credits: Up to 4 QCE Points

Description

Begin your career in healthcare with this entry-level course. This qualification will give you the foundation skills necessary to work in an assistant role in a health, aged or residential care setting, or to undertake further study in the field. Australia's healthcare industry is a strong-growth sector with more than 50,000 jobs expected to open in the next five years.

This course will equip you to work with people from diverse backgrounds, recognise healthy body systems, respond to behaviours of concern, and transport patients. Our highly-experienced industry professionals will guide you every step of the way to ensure your transition into the health sector is a success.

Successful completion of this course will qualify you to work in an assistance role in a health care facility as a ward assistant, orderly, food services assistant or laundry services worker. It will also give you the foundation skills you need to undertake further study in the industry.

Application

Choosing to study a TAFE at School course is a great way to get a vocational qualification while you're still in high school. You also gain valuable credits towards your QCE, an apprenticeship, a diploma or university.

TAFE at School gives you a taste of what higher education is all about, makes you work-ready, and helps you build practical skills in an adult-learning environment. Successful completion of a TAFE at School qualification gives you direct entry into any of our diploma courses. You must be a Year 11 or 12 student enrolled at a participating high school, in some instances Year 10 students may be considered. In addition, the duration of your TAFE at School course cannot be longer than your remaining high school studies. Speak to your high school guidance counsellor or careers advisor for more information. Course placements are subject to availability.

Eligibility - Cost

Information on fees for this course is available at:

<https://tafeqld.edu.au/course/17/17742/certificate-ii-in-health-support-services>

Further Information on this course is available at:

<https://tafeqld.edu.au/course/17/17742/certificate-ii-in-health-support-services>

Training and Assessment Delivery

Skill and knowledge assessments are an essential step in progressing through your course. You may be assessed in a number of ways while you are studying at TAFE Queensland, including observation, written assessment, questioning, portfolios, work samples, third-party feedback, and through recognition of prior learning.

Diploma of Business- BSB50120

Registered Training Organisation (RTO):
TAFE Queensland (RTO Code: 0275)
www.tafeqld.edu.au

QCE Credits: Up to 8 QCE Points

Description

Upgrade your career with this high-level qualification. You will take control with specialised knowledge, and advanced skills.

According to the Australian Government's Job Outlook service, demand for office management roles is expected to experience stable growth over the next five years. This is a very large occupation with job opportunities available across a number of industries including construction, professional services, and education and training.

This qualification is facilitated by expert teaching staff who have a high degree of industry connection and are able to guide you through your studies. You will develop specialised knowledge which includes communicating with influence, project work, workforce planning management, and risk.

Successful completion of this flexible qualification will provide you with high-level business skills that will enhance your career and expand potential professional and educational pathways.

Application

Choosing to study a TAFE at School course is a great way to get a vocational qualification while you're still in high school. You also gain valuable credits towards your QCE, an apprenticeship, a diploma or university.

TAFE at School gives you a taste of what higher education is all about, makes you work-ready, and helps you build practical skills in an adult-learning environment. Successful completion of a TAFE at School qualification gives you direct entry into any of our diploma courses. You must be a Year 11 or 12 student enrolled at a participating high school, in some instances Year 10 students may be considered. In addition, the duration of your TAFE at School course cannot be longer than your remaining high school studies. Speak to your high school guidance counsellor or careers advisor for more information. Course placements are subject to availability.

Eligibility - Cost

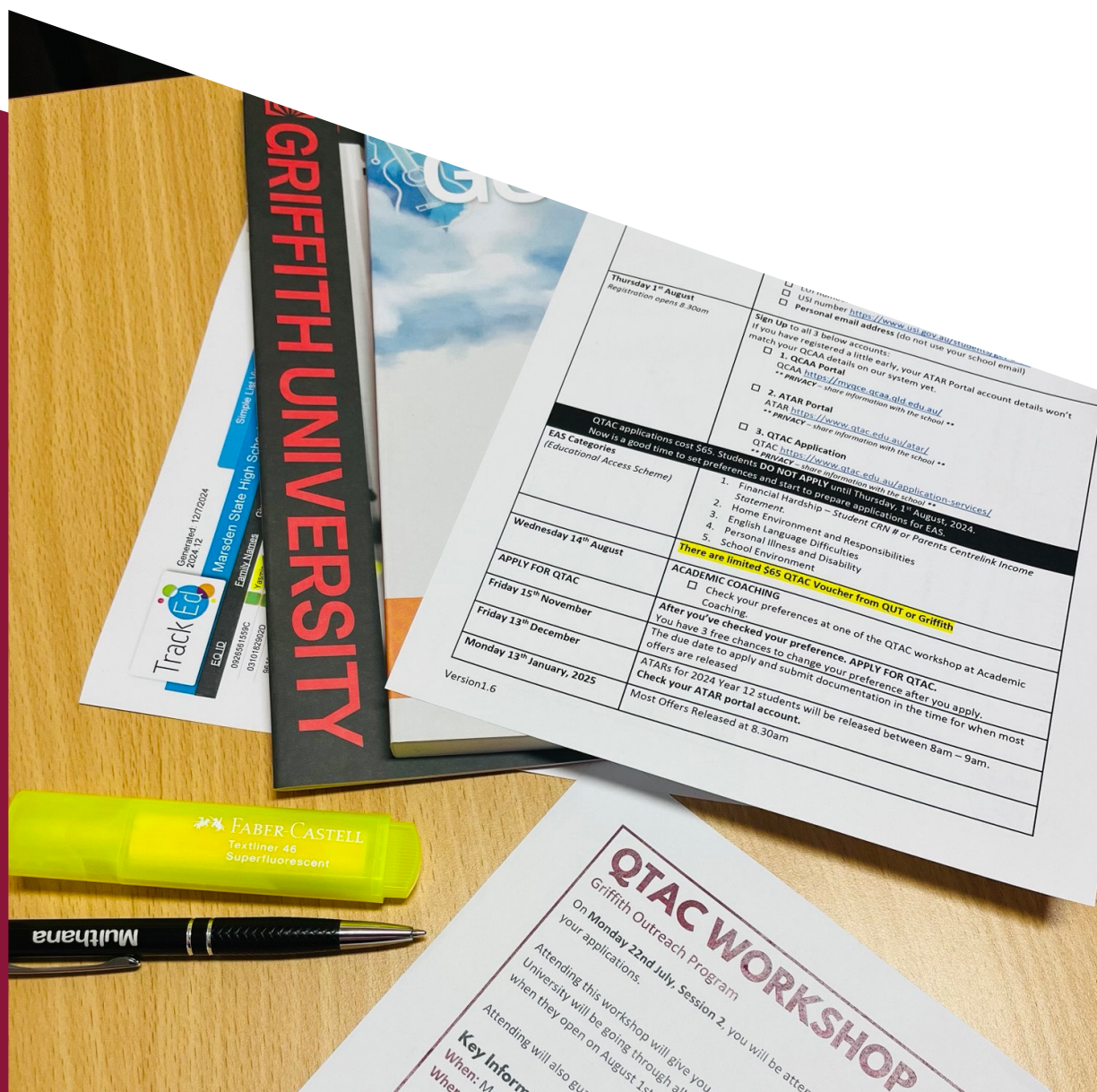
Information on fees for this course is available at:
<https://tafeqld.edu.au/course/17/17667/diploma-of-business>

Further Information on this course is available at:
<https://tafeqld.edu.au/course/17/17667/diploma-of-business>

Training and Assessment Delivery

Skill and knowledge assessments are an essential step in progressing through your course. You may be assessed in a number of ways while you are studying at TAFE Queensland, including observation, written assessment, questioning, portfolios, work samples, third-party feedback, and through recognition of prior learning.

Transitions & Partnerships



Pathway Programs

In Year 10, 11 and 12, students have the unique opportunity to participate in a range of programs that will challenge and support them as they strive towards their future pathway. These programs are designed to give students exposure and connections to university and industry. Each program is tailored to a specific industry to ensure students are informed and empowered to make discerning decisions about their future pathway, so they can make a powerful difference in the world. These programs offer opportunities that align with the school purpose: developing young people to achieve their potential intellectually, personally, and socially.

Why should I apply for these programs?:

The Pathway Programs at State High offered in 2026 include:

- Medicus, for students interested in Medicine and Dentistry.
- Engeniator, for students interested in Engineering.
- Scientia, for students interested in Teaching.

Each of these areas are explored through masterclasses, immersion experiences, mentoring and work experience throughout the year.

How do I apply?

Involvement in these programs is through an application process during Term 1 each year. All information regarding applications will be posted to StudentNet at the beginning of the year. Please note: deadlines for applications apply.

What is my commitment?

All programs run throughout the school year. Students who gain entry to the program are expected to attend two to four (2 – 4) Year level activities over a two-term period.

For some of the immersion activities there is a small cost to attend, this will be communicated at the start of the program each year.

More details will be supplied at the application phase.

MEDICUS PROGRAM

The Medicus program is aimed at students wanting to pursue a career in medicine or dentistry. Students are given the opportunity to:

- Gain information on university pathway options.
- Connect with current medical students through alumni.
- Develop the communication skills required for the medical profession.
- Experience team and problem-based learning, which are integral to learning in pathways to medicine and dentistry.

ENGENIATOR PROGRAM

The Engeniator Program is designed to support and elevate a student's understanding of what it means to be a future engineer. The program is framed around three areas:

- Being a Professional Engineer – exploring the skills and capabilities required to succeed as a professional engineer.
- Engineering Fundamentals diving deeply into the underpinning knowledge and skills that engineers apply in the real world of practice to support school success in these subject areas.
- Connecting with Industry – engagement with real-world engineering experiences with partner organisations in industry and environment.

SCIENTIA PROGRAM

The Scientia program supports future educators to build their knowledge, skills and networks to enable them to make a powerful difference in their preferred pathway as teachers. The Scientia program aims to:

- Connect current students with alumni in education to broaden their understanding of the reality of the profession.
- Provide information and training on pathway options into education.
- Enhance student development through immersive experiences such as work experience and university programs.
- Explore the teaching of 21st century skills required in education.
- Deepen students understanding of the Scientia est Postesta (Knowledge is Power) and the impact they can have through education.

Work Experience

What is the program?

Students in Year 10 are offered the opportunity in Week 9 of Terms 2, 3 and 4 to gain experience in a wide range of off-site work experiences involving ATAR and non-ATAR job pathways. Students will first be asked to explore possible opportunities through contacting and/or researching local 'hosts' in their interest areas. The school will then support and facilitate a partnership between local providers and the student to create an authentic and supportive experience on the job site.

Why should I join this program?

Work experience provides a chance to gain perspective of what 'a day in the life of' looks and feels like in authentic work environments. Such experience provides valuable insight into long-term career planning and provides more certainty when making informed decisions around subject selections and pursuing potential careers.

Entry requirements

Sign up for Work Experience occurs in the first half of Terms 2, 3 and 4 and will be advertised on Compass. It is open to any Senior student who is motivated to engage in real-world off-site learning to gain insight into career pathways of their choice.

Trade Tasters

What is the program?

Our Trade Taster opportunities look to expose students to a range of free vocational education opportunities across the year at Acacia Ridge, Bracken Ridge and Alexandria Hills TAFE campuses. The Year 10 Trade Taster program delivers training to small groups of up to 14 students, one day per week for seven weeks. Throughout the program, students get to sample three different trade areas as well as having the opportunity to complete their Construction Industry Safety White Card (<https://tafeqld.edu.au/trade-training/trade-courses/trade-tasters>) for free, which is required if students wish to do work experience throughout the year. Students will complete individual competencies from various programs but will not complete a full certificate or obtain any QCE credits.

Why should I join this program?

For those interested in a trade, there is no substitute for experiencing what specific vocation education entails. Students will learn from TAFE providers with industry experience, and receive exposure to a variety of specialisations within their general area of interest. Having authentic experience of TAFE-based courses provides insight to make informed decisions around subject selections and careers pathways as students move through their Senior years.

Entry requirements

Sign up for the Trade Taster program occurs in Term 1 and will be advertised on Compass. It is open to any students. The trade tasters are then spread throughout the following three terms. Those students who have an interest in vocational pathways or are looking for connection within school outside of the normal classroom environment should consider this opportunity.

How to apply

Visit the Pathways & Transitions Team in the Mezzanine Level of the School Library (B Block) after the notice is posted on Compass. You will be provided with the necessary paperwork and opportunity to discuss specific requirements.

Digital@Marsden- One-to-one Learning Overview

Digital@Marsden is Marsden State High School's whole-school approach to digital learning. It enables families to choose a personal device option that best fits the learning style and capabilities of their child, while ensuring all students can connect to departmentally managed networks in a safe, secure, and supported environment.

Portable electronic devices such as iPads and laptops are widely used across the school to support and enhance student learning. As curriculum continues to evolve, **digital literacy** has become a key 21st-century skill. Digital@Marsden reflects our commitment to preparing students with the knowledge, skills, and dispositions required to succeed in a rapidly changing and increasingly digital world.

Through Digital@Marsden, technology is embedded into everyday classroom practice to support:

- Problem-solving and critical thinking
- Creativity, collaboration, and communication
- Organisation, research, and independent learning

Students use technology to engage in individual research, collaborate on group projects, and create innovative responses to learning tasks. Access to digital tools provides flexible learning opportunities, allowing students to follow personalised learning pathways and engage with resources that support their individual needs. This approach strengthens academic achievement while building confidence and independence in learning.

Beyond academics, Digital@Marsden supports the development of important life skills. Students are explicitly taught **digital citizenship**, including responsible and ethical online behaviour, safe use of technology, and effective digital communication. Collaboration is encouraged through the use of shared platforms, enabling students to work together, share ideas, and learn respectfully in digital spaces.

To support this vision, Marsden State High School operates a **one-to-one device model**, offering families two equally supported pathways. Both options provide students with full access to curriculum, teaching, assessment, and digital learning tools, ensuring no student is disadvantaged by their chosen pathway.

Digital@Marsden Device Options

- **Option 1: Bring Your Own Device (BYOD)**
- **Option 2: Take Home Tech** (school-managed device loan program – currently available for Year 7 students commencing in 2026)

Families are encouraged to explore each option and select the pathway that best suits their circumstances, knowing that both are fully supported at Marsden State High School.

Bring Your Own Device (BYOD)

The **Bring Your Own Device (BYOD)** program allows families to provide a personal iPad for their child's use at school and at home. This option is well-suited to families who prefer to manage their own device and have already made a personal investment in technology.

Students using BYOD:

- Use their iPad daily across learning areas
- Access the same curriculum, digital resources, and assessment as all students
- Receive guidance and support from the school to ensure appropriate use

BYOD devices must meet the school's minimum specifications to ensure compatibility with classroom learning and the school network. Families are responsible for device setup, care, insurance, and maintenance. Participation in BYOD is fully supported at Marsden State High School. Students are not disadvantaged by choosing this option, and teaching and learning experiences are consistent across all classrooms regardless of device pathway.

Take Home Tech

Take Home Tech is Marsden State High School's **school-managed device program**, providing students with a loan iPad learning kit for use at school and at home for the full school year.

This option is ideal for families who:

- Prefer the school to manage device setup and software
- Would like consistency and reliability across classrooms
- Are seeking a structured, supported device option

Devices provided through Take Home Tech are:

- Configured, managed, and maintained by the school
- Preloaded with required applications
- Supported by school systems and processes

Participation in Take Home Tech requires families to opt in to the **optional Digital@Marsden Student Resource Scheme (SRS)**, which covers digital learning resources and the device loan. There is no hire fee or deposit.

Take Home Tech and BYOD are **equally supported pathways** at Marsden State High School. Both ensure students have access to high-quality digital learning experiences in a safe, consistent, and equitable way.

BYOD vs Take Home Tech – Device Options at Marsden State High School

Marsden State High School fully supports both BYOD and Take Home Tech. Each option has been designed to ensure students have equitable access to learning and are not academically disadvantaged, regardless of the pathway chosen by families.

Both pathways are equally valued at Marsden State High School. Teaching, learning, assessment and access to digital resources are consistent across classrooms, ensuring students are supported regardless of the device option chosen by families.

Feature	BYOD (Bring Your Own Device)	Take Home Tech
School Support	Fully Supported by the school	Fully Supported by the school
Purpose	Provides flexibility for families who prefer to supply their own device	Provides a school-managed option for families who prefer or require it
Device ownership	Family-owned device	School-owned device (loaned)
Device type	iPad meeting school specifications	School-managed iPad Learning Kit
Classroom use	Used daily for learning	Used daily for learning
Access to curriculum	Equal access to all curriculum and learning activities	Equal access to all curriculum and learning activities
Teaching and assessment	No difference based on device pathway	No difference based on device pathway
Software & digital tools	Access to required learning applications	Access to required learning applications
Device setup & management	Managed by family with school guidance	Managed by school
Technical support	School support for learning-related issues	Full school device management
Financial commitment	Upfront family investment in device	No hire fee or deposit
SRS participation	Optional (\$35 digital resources only)	Required (\$175 Digital@Marsden SRS)
Payment structure	Not applicable	SRS paid by Week 4
Equity support	Equity devices available if required	Equity devices available if required
Device return	Not applicable	Returned Week 10, Term 4

BYOD@Marsden

Overview

BYOD@Marsden is a core component of Marsden State High School's Digital@Marsden approach to teaching and learning. The Bring Your Own Device (BYOD) program allows families to provide a personal device that supports their child's learning at school and at home, while ensuring students can connect safely to departmentally managed networks.

BYOD is a fully supported and valued pathway at Marsden State High School. Students are not disadvantaged in their learning, assessment, or access to curriculum resources based on the device option chosen by families. Teaching and learning expectations remain consistent across all year levels.

Purpose of BYOD@Marsden

The BYOD program supports:

- One-to-one access to digital learning tools
- Student independence, organisation, and responsibility
- Creativity, collaboration, and critical thinking
- Strong digital literacy and responsible technology use

Technology is embedded where it enhances learning and complements effective classroom teaching.

Device Requirements

A mandatory requirement for BYOD is the device must support dual band 5ghz wireless networking in order to successfully connect to the school wireless network. Other terminology used to identify dual band wireless capable devices includes: 802.11ac, and WiFi 6 (or better). The device must be Wifi enabled only

Devices should have a battery capacity to last 8 hours or more (a full school day).

New and existing students from Years 10 to 12 at Marsden State High School from 2026 are expected to participate in our schools BYOD Device Program. By participating in our school BYOD program, with any supported device students will be able to seamlessly integrate digital technologies to engage them in superior opportunities for enhanced learning. Students must bring a supported device that meets the mandatory requirements outlined below.

Supported Devices

Supported devices that are compatible with the Department of Education school network are outlined below with the minimum required software.

Current supported devices	Required Specifications (software)
Windows laptop	Windows 11
Apple MacBook	MacOS version 11.0 or later (recommended MacOS Ventura or later compatability)
Apple iPad	iOS/iPadOS version 15 or later

It is important to note that some curriculum specific software and/or applications that are used throughout a course of study require a specific device. The below table outlines the recommended device for selected curriculum areas to ensure students have access to required software:

Compatible Device and Software	Curriculum Area and Subjects	Applications/Hardware
Windows 11	Digital Technology	Applications for Coding
	• Robotics and Drones • Digital Solutions	Hardware used only compatible with Windows (Microbots, Arduino)
Apple MacBook- MacOS	The Arts	Adobe Premiere Pro
	• Film and TV	
	The Arts	Adobe Premiere Pro
	• Film and TV	

Device Requirements

Compatible devices (Years 10–12) may include:

- Laptops (Windows or macOS)
- iPads
- Other devices capable of running required applications and accessing online learning platforms

Devices should:

- Connect reliably to the school network
- Support word processing, presentations, research, and subject-specific software
- Have sufficient battery life for a full school day

Students are encouraged to select a device that best suits their learning preferences and subject requirements.

A mandatory requirement for BYOD is the device must support dual band 5ghz wireless networking in order to successfully connect to the school wireless network. Other terminology used to identify dual band wireless capable devices includes: 802.11ac, and WiFi 6 (or better).

Devices should have a battery capacity to last 8 hours (a full school day).a course of study require a specific device. The below table outlines the recommended device for selected curriculum areas to ensure students have access to required software:

Windows Devices

Specification	Minimum	Recommended
Screen Size	10 inch	12-14 inch
Processor	Intel i3 or AMD Ryzen 3	Intel i5 or Ryzen 5 (or later)
Hard Drive (Storage)	128GB solid state drive	256GB solid state drive
RAM (Memory)	8GB	16GB
Operating System	Windows 11	Windows 11

Mac Devices

Specification	Minimum	Recommended
Device	MacBook Air 13inch, 2018	MacBook Air 2020 model or later
	MacBook Air 13inch, 2020	MacBook Pro 2019 model or later
	MacBook Pro 13inch, 2018	AppleCare+
	MacBook Pro 13inch M1, 2020	
Operating System	MacOS V14.0 (Sonoma)	MacOS V17.0 (Tahoe) or later

Use of Devices at School

Students using BYOD:

- Bring their device to school every day, fully charged
- Use their device across learning areas as directed by teachers
- Access learning materials, feedback, assessments, and digital platforms
- Use technology purposefully to support learning tasks

Teachers explicitly guide students on when and how devices are used in lessons. Devices are not used continuously and are only used when they add value to learning.

Digital Safety and Responsible Use

Digital safety and responsible use are a priority at Marsden State High School.

Students are explicitly taught:

- Digital citizenship and online safety
- Ethical and responsible online behaviour
- Appropriate communication in digital spaces

All devices connected to the school network are subject to Department of Education internet filtering. Students must follow the school's Responsible Behaviour Plan and ICT expectations at all times.

Families and students are required to agree to the Responsible Use of IT conditions before devices are used at school.

Support and Responsibilities

School support

The school provides:

- Clear device specifications and guidance
- Support for learning-related use of devices
- Access to required school platforms and applications
- Network access and filtering

Family responsibilities

Families are responsible for:

- Purchasing the device and accessories
- Device setup, maintenance, and updates
- Insurance, repairs, and warranty claims
- Ensuring the device is charged daily

Student Resource Scheme (SRS)

Families participating in BYOD may choose to opt in to the **Digital@Marsden Student Resource Scheme (SRS)** at the digital resources only level. This covers school-purchased digital resources and applications used across subjects.

Participation in the SRS is **optional** for BYOD families.

Equity and Access

Marsden State High School is committed to ensuring equitable access to learning for all students.

For families experiencing significant financial hardship, equity support options may be available. Support is assessed confidentially on a case-by-case basis. Families are encouraged to contact the school if assistance is required.

BYOD and Take Home Tech – Equal Pathways

BYOD and Take Home Tech are **equally supported pathways** under Digital@Marsden. There is no difference in:

- Curriculum access
- Teaching and learning expectations
- Assessment requirements
- Classroom participation

Families are encouraged to select the pathway that best suits their circumstances, confident that both options are valued and supported.

Getting Started

Families choosing BYOD should:

1. Select a device that meets year-level requirements
2. Explore our BYOD Portals for devices supplied at Student Prices
3. Complete setup steps before bringing the device to school
4. Review responsible use expectations with their child

Setup guides and additional support information are provided prior to commencement.

Further Information

For further information about BYOD@Marsden, device specifications, or support options, please contact the school or visit the Digital@Marsden overview page.

Please note: Education Queensland does not support Chromebook's, Android or Linux devices

BYOD Portal Details

Web Link	JB HIFI
Parent Support	JB Support
FAQ	JB HIFI FAQ

Web Link	HP BYOD
School Code	MarsdenSHS

Web Link	Dell BYOD
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For Up-to-date information regarding our One-to-one Program, please visit the link below:

[Digital@Marsden](#)
[Oneto-one Learning Overview](#)



MARSDEN
STATE
HIGH
SCHOOL

Senior Course Guide

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