

IPSWICH STATE HIGH SCHOOL



2027 - 2028

Year 11/12 Subject Selection Handbook

RTO 30069



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INTRODUCTION

This Senior Subject Guide has been developed to assist students and parents/carers with subject selection and future pathway planning. Careful consideration should be given to students' interests, strengths, career aspirations and post-school options when selecting subjects for Years 11 and 12.

The following pages provide an overview of key terms and concepts associated with the senior phase of learning, as well as information about the structure of the Queensland Certificate of Education (QCE), senior subject offerings and qualification pathways at Ipswich State High School.

SENIOR EDUCATION PROFILE

Upon completion of senior schooling, students in Queensland receive a Senior Education Profile (SEP). The SEP is a record of a student's senior learning achievements and may include one or more of the following:

- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

Further information about the [Senior Education Profile \(SEP\)](#) is available on the QCAA website.

SENIOR STATEMENT

The Senior Statement is an official transcript of a student's learning account. It records all completed QCE-contributing studies, and the results achieved that may contribute towards the award of a Queensland Certificate of Education (QCE).

Students who complete their senior schooling in Queensland receive a Senior Statement, regardless of whether they have met the requirements for a QCE. The Senior Statement confirms that the student has satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior secondary qualification. Students select a program of study that enables them to meet the QCE requirements by successfully completing an approved combination of learning.

To be awarded a QCE, students must achieve a minimum of 20 credits from an approved pattern of learning while meeting the required literacy and numeracy standards.

At Ipswich State High School (ISHS), students are supported to select subjects and courses that align with their strengths, interests and post-school aspirations. Credits are typically awarded through successful completion of General and Applied subjects (a result of C or higher) or by achieving competency in Vocational Education and Training (VET) qualifications.

Most General and Applied subjects consist of four units studied over two years:

- **Year 11:** Units 1 and 2 (typically one unit per semester), with one credit awarded for each successfully completed unit.
- **Year 12:** Units 3 and 4, which are studied and assessed as a pair. Students receive two credits on successful completion of both units.

QCE credits are recorded in each student's QCAA learning account. VET qualifications contribute varying numbers of credits depending on the qualification level and course completed. For example, a completed Certificate II qualification generally contributes four QCE credits.

To be eligible for a QCE, students must also satisfy the literacy and numeracy requirements by successfully completing at least one unit of English and one unit of Mathematics (General, Applied or Short Course) or through other approved learning options.

In addition, all students must complete the QCAA Academic Integrity Course as part of their QCE eligibility requirements.

For more information about QCE eligibility requirements, example pathways and how to plan their QCE on the [myQCE](#) website.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the learning achievements of eligible students who complete an individual learning program during the senior phase of learning.

Eligible students are awarded a QCIA at the completion of their senior schooling. Following graduation, students may choose to continue working towards the Queensland Certificate of Education (QCE) through further education, training or other approved learning pathways.

SENIOR SUBJECTS

Ipswich State High School (ISHS) offers three types of senior subject syllabuses: General, Applied and Short Courses.

Results in General and Applied subjects contribute towards the award of the Queensland Certificate of Education (QCE). They may also contribute to the calculation of an Australian Tertiary Admission Rank (ATAR), although only one Applied subject result can be included in a student's ATAR calculation.

ISHS also offers an extensive range of Vocational Education and Training (VET) qualifications. Information about these courses is available in the accompanying VET Handbook.

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses www.qcaa.qld.edu.au/senior/subjects-from-2024here.

Applied and Applied (Essential) Syllabuses

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

General Syllabuses

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

Vocational Education and Training (VET)

Students at Ipswich State High School (ISHS) can access a range of Vocational Education and Training (VET) programs through the following pathways:

- Ipswich State High School is a Registered Training Organisation (RTO 30069) and delivers a broad range of nationally recognised certificate qualifications to eligible students.
- ISHS partners with a number of external Registered Training Organisations (RTOs) to offer additional certificate qualifications in areas such as Fitness, Business, Health and other industry sectors.
- ISHS also supports students to access school-based apprenticeships and traineeships (SATs) through partnerships with external employers and training organisations.

Please refer to the VET Guide for detailed information about available qualifications, eligibility requirements and enrolment processes.

Australian Tertiary Admission Rank (ATAR) Eligibility

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

- best five results in General subject; or
- best results from a combination of four General subjects plus one Applied subject result or a completed Certificate III or higher VET qualification.

The ATAR is used by students seeking direct entry to university after completing Year 12.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

<https://www.qtac.edu.au/>

English requirement

To be eligible for an Australian Tertiary Admission Rank (ATAR), students must satisfactorily complete a QCAA-approved English subject.

GENERAL SYLLABUS

Course overview

General syllabuses are developmental four-unit courses of study. They require students to attend all scheduled classes and engage consistently with course requirements. To be successful in a General subject, students need to be self-motivated, organised and able to complete academic work independently. These subjects provide rigorous academic challenges and are designed to prepare students for further study, training and future career pathways.

Assessment

Units 1 and 2 assessments

- Assessment in Units 1 and 2 is designed to provide feedback on student progress and support learning throughout the course. Each unit includes at least one assessment item, with no more than four assessment items completed across Units 1 and 2 combined.

Units 3 and 4 assessments

- Students complete four summative assessments in Units 3 and 4: three internal assessments and one external assessment. These assessments contribute to the overall subject result for each General subject.

The external assessment contributes a specified percentage of a student's final subject result. For most General subjects, this weighting is 25%. For General Mathematics and Science subjects, the external assessment contributes 50% of the final subject result.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for use in summative internal assessments.

ISMGs describe the characteristics expected in student responses and are aligned with the relevant assessment objectives.

Schools must use the provided ISMGs without modification when assessing summative internal assessments.

External assessment

External assessment is a summative assessment that provides additional evidence of student achievement and contributes to a student's final subject result. It applies only to General subjects.

External assessment is:

- common to all schools;
- administered under consistent conditions, at the same time and on the same day across Queensland (scheduled within a three-week block in Term 4 of Year 12); and
- developed and marked by the QCAA using a common marking scheme.

The external assessment contributes a specified percentage of the student's overall subject result, as outlined in the relevant subject syllabus and assessment guide. External assessment is not weighted more highly than summative internal assessment and is considered as part of the overall assessment program.

APPLIED SYLLABUS

Course overview

Applied syllabuses are developmental four-unit courses that provide students with practical, hands-on learning experiences. They focus on applying knowledge and skills in real-world contexts and prepare students for employment, vocational education and training (VET), further study and community participation.

Units 1 and 2 assessments

- The course is designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject.

Units 3 and 4 assessments

- Consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed.

Essential English and Essential Mathematics - Common internal assessment:

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus.

The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3 At Ipswich State High this is in Term 2
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

Summative internal assessment — instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

SELECTING SUBJECTS

Career decisions should be based on a good understanding of self and well-informed career research. Students will be assisted through this process with Year 10 Career Development lessons; it is important that they engage fully and make the most of this opportunity. Subjects studied in Years 11 and 12 will provide a basis for career and study directions after school, it is important to make informed decisions. Students and parents will be assisted with this process through a Set Planning Interview.

The Queensland Government requires every student in Year 10 to complete a Senior Education and Training Plan (SETP). The purpose of the SET Plan is to assist students in structuring their senior phase of learning around their abilities, interests and ambitions. As part of the planning process, students think about their future, consider their abilities and investigate their options for careers and further education.

The SET plan then helps students plan their pathway from schooling to tertiary study or employment. The importance of this process cannot be underestimated and is crucial in aiding students to make good choices about what, where and when to study and so ensuring a foundation for success throughout the senior phase.

Some questions students may ask themselves now and over this semester include:

- What are my short- and long-term goals in life?
- Do I know what job/s I would like to have? If not, how can I keep my options open?
- Which Year 11 and 12 subjects will I need as prerequisites for the tertiary courses I'm interested in?
- What subjects do I enjoy?
- What subjects did I do well in at Year 10 level? Many General subjects require a B or higher.
- How much time am I willing to put toward studies?
- Do my Year 10 results indicate that I will be able to gain success with the academic requirements of General subjects in Senior?
- Do I currently do independent work on my school subjects e.g. homework? The General Subjects require a commitment to schoolwork beyond that done in school hours. General subjects require independent, self-directed learning in addition to class work. Is this you?
- Applied subjects do not have external exams and most of the work can be done in school hours. They require less independent and self-directed learning than the General Subjects. Is this more your style? Work hard at school, but not really interested in doing schoolwork beyond the school gates?
- VET subjects are practical based and do not have the academic rigour of General or Applied Subjects. Is this what you prefer?
- Do any of my choices involve payment? If so, can I afford it?
- Do I have a part time job that may impact on my studies?
- Have I sought assistance from people to find out information about subjects or careers that I am not sure of? (teachers, Heads of Department, Guidance Officer)
- Have I discussed my subject selection with my parents/guardian?

DO NOT choose your subjects for the following reasons:

- 'Your friend is taking that subject.' In a school of this size, there are usually several classes in a subject, so even if you are doing the same subjects as your friend, you won't necessarily be in the same class.
- 'You do/don't like the teacher.' There is no guarantee that you will have any particular teacher.
- 'Someone told you that the subject is fun.' It may be enjoyable for someone but not necessarily for you. Make up your own mind.
- 'Someone told you that the subject is boring.' Decide yourself.
- 'Someone told you that you do/don't need that subject for the course you want to take at Uni.' Check in Tertiary Prerequisites or see a Guidance Officer.

Above all, choose subjects that you will do well in and that you enjoy. Research has shown that to succeed in Senior, a student should study the subjects that he/she enjoys and at which they are likely to do well in.

Please consider choices where a university or TAFE course stipulates a prerequisite subject that you find too difficult at school. In order to meet prerequisite requirements, a student must PASS the specified subject. Just enrolling in the subject does not fulfil the criteria.

Consider that the rigour of subjects in Senior differs greatly between the General Subjects and the Applied Subjects and VET subjects.

Subject results only count toward a QCE (Queensland Certificate of Education) if a student achieves a C or better when exiting the subject.

Subject Selections are DRAFT ONLY

The subjects that appear in this guide are a DRAFT ONLY. They will change. There is no guarantee that the subjects that follow will be available. Availability is determined on a needs basis and will vary. This guide must be used in conjunction with the VET Handbook.

Students interested in combining their Senior years with a School Based Traineeship (SBT) should seek assistance from the HOD of Senior Schooling Mr Angus Bessai at abess10@eq.edu.au.

SET PLAN INTERVIEWS

A parent/carer must accompany each student to their SET Plan interview. During the interview, students will select one of three senior pathway options available at Ipswich State High School (ISHS). The teacher conducting the interview will support students through the subject selection process and assist them in choosing subjects that align with their chosen pathway, interests and future goals.

Students are encouraged to set realistic goals and consider their Year 10 results, strengths and interests when selecting a senior pathway. Regardless of the pathway chosen, all students should aim to achieve a Queensland Certificate of Education (QCE) upon completion of Year 12.

1. University Pathway

Designed for students intending to pursue further study at university. Options include:

- Direct entry to university: Students complete an ATAR pathway through General subjects.
- Alternative entry to university: Students may use other pathways, such as completing a Certificate III or higher VET qualification, to support university entry options.

2. Workforce (Vocational) Pathway

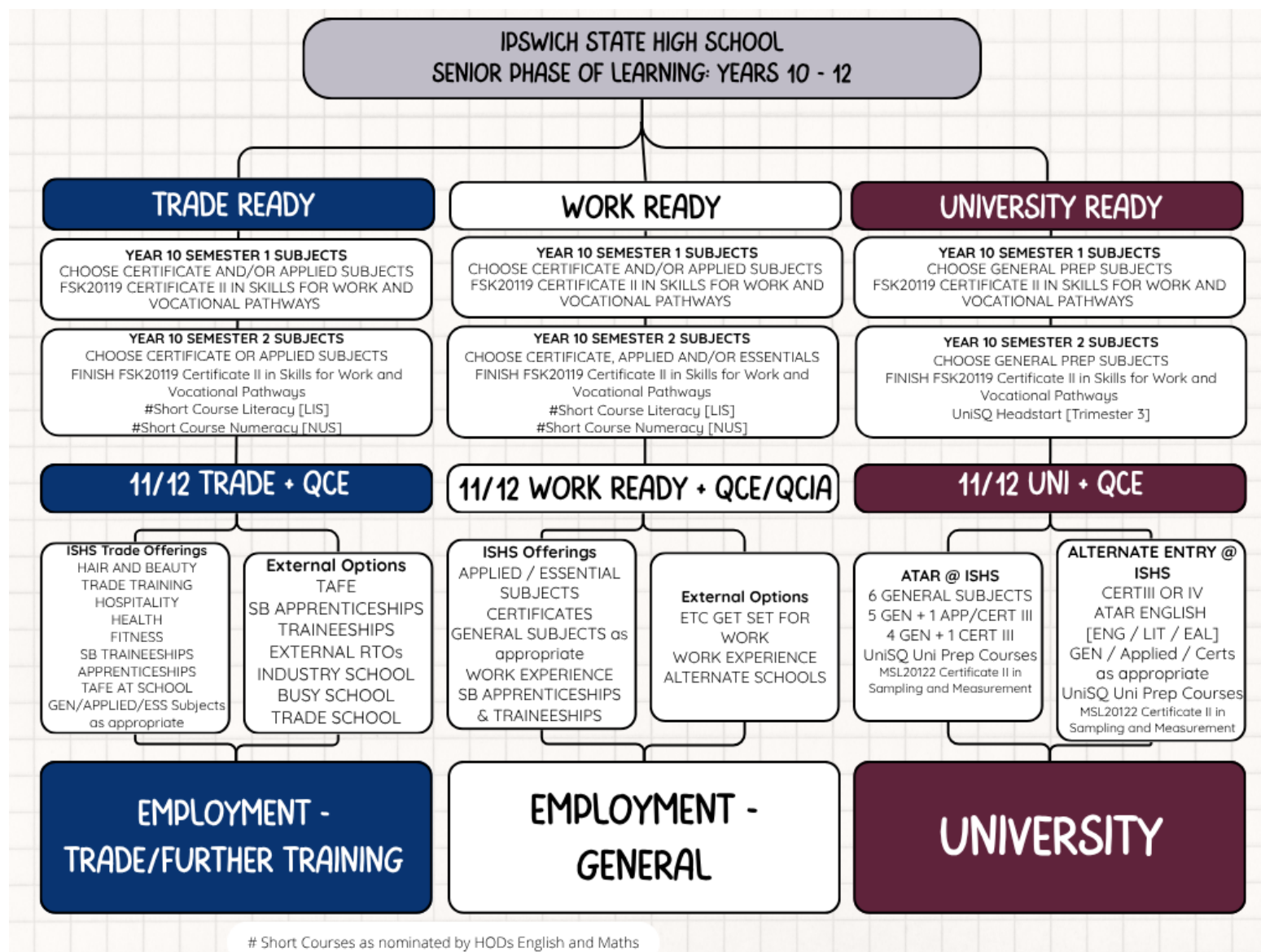
Designed to prepare students for employment, vocational education and training (VET), apprenticeships, traineeships and further study opportunities such as TAFE.

3. Specialised Workforce (Vocational) Pathway

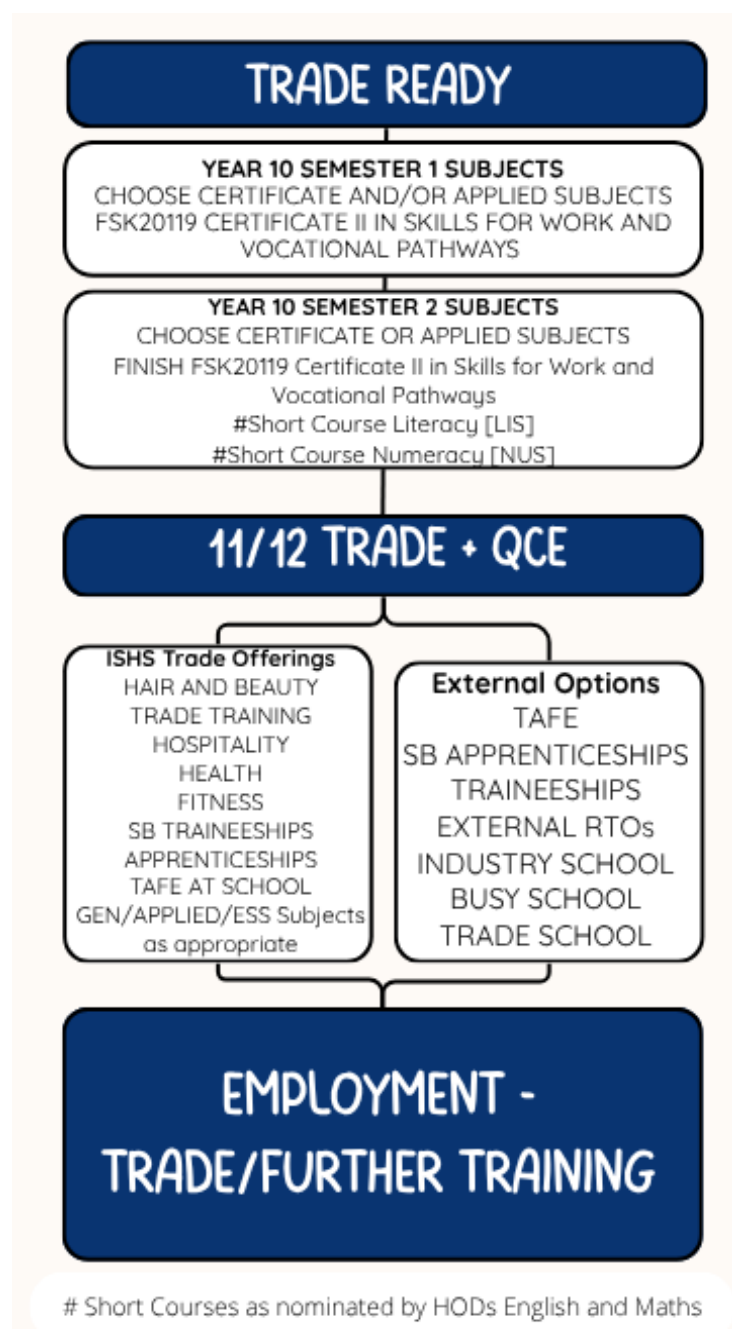
Designed for students seeking employment preparation in a specific industry area. Available programs include:

- Football Program: Supports pathways into fitness-related industries, sports development and professional football opportunities.
- Trade Training Centre: Provides preparation for employment and further training in trade-related industries.
- Hair and Beauty Programs: Supports pathways into careers such as hairdressing, make-up artistry, beauty therapy and nail technology.

SENIOR PHASE OF LEARNING YEARS 10 - 12



PATHWAYS AT ISHS – TRADE READY PATHWAY



5 Day / 1 Day Trade

Compulsory Subjects:

- Essential English
- Essential Maths
- Cert I in Construction
- Furnishing
- Certificate II Engineering Pathways
- Cert II Resource Infrastructure
- Cert II Horticulture

Costs include TTC uniform and White Card.

Further Information contact the HOD of Technologies Ms Kim Teale TTC –

kjtea0@eq.edu.au

Hair and Beauty Program

Compulsory Subjects:

- Any English subject
- Any Maths subject
- Cert II in Salon Assistant and/or
- Cert III in Beauty and/or
- Cert III in Nail Technology and/or
- Remaining from Applied, VET or General subjects

Certificates all take 2 years to complete

Further Information contact the HOD of Technologies - Ms Kim Teale at

kjtea0@eq.edu.au or the HAB Trainer Ms Lilex

Wenck at lwenc8@eq.edu.au

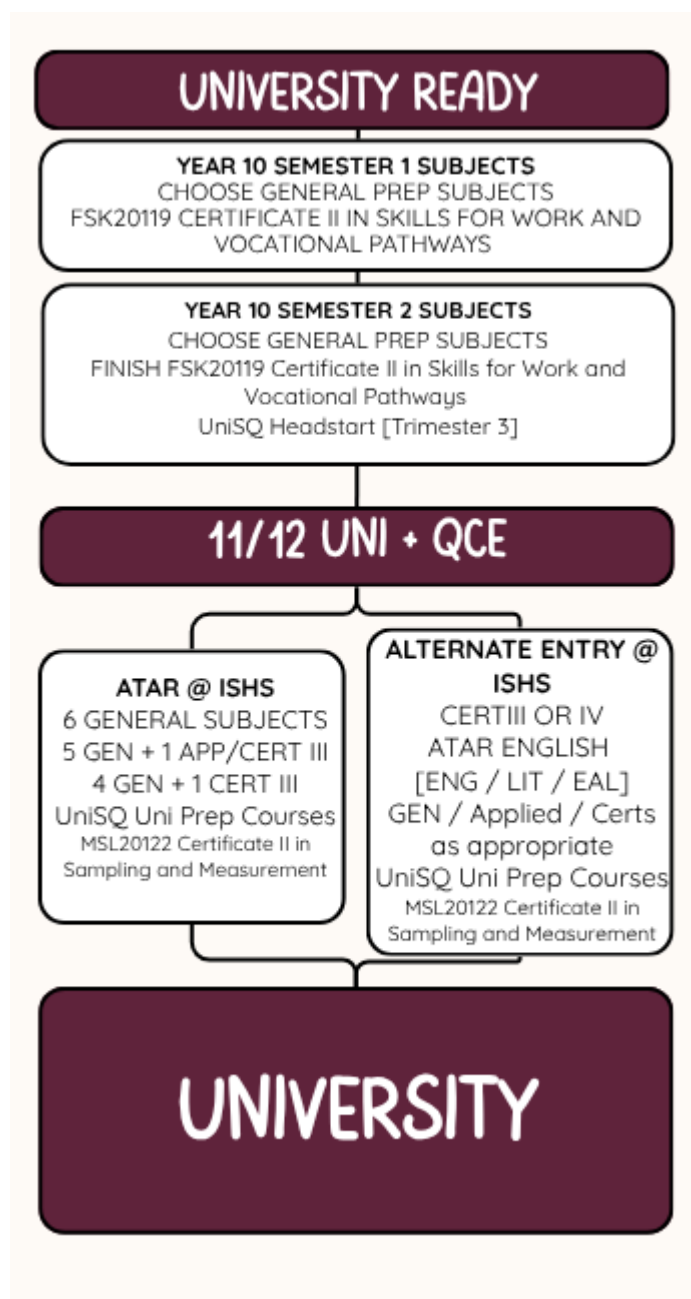
Rugby League Excellence (Boys and Girls) ** by invitation only!

Compulsory Subjects:

- Essential English, Essential Maths
- Combination of the following as recommended by the HOD Rugby League:
 - Certificate III Sport, Recreation and Aquatics
 - Certificate II Workplace Skills
 - Certificate II in Supply Chain Operations
 - Other VET, Applied or General subjects by consultation

Further Information contact HOD of Rugby League Mr Joshua Bretherton – jbret49@eq.edu.au

PATHWAYS AT ISHS – UNIVERSITY PATHWAY



ATAR pathway – Direct Entry

Must select 6 subjects
(Minimum 4 general)

“General” English Subject: English English Literature EAL English
General Maths Subject: General Maths Maths Methods
2 General subjects + Combination of (2): Applied Subjects VET - Certificate II/III Qualifications General subjects

Alternate University Entry

Must select 6 subjects
(Maximum 3 general subjects)

English subject <i>(preferably general)</i>
Maths subject
VET Cert III Qualification + Combination of (3): Applied Subjects VET - Certificate II/III Qualifications General subjects

2027 QCAA SENIOR SUBJECTS AND PREREQUISITES

Please note the subjects listed in the following pages are DRAFT offerings only. A student's choice will be limited to what subjects are in the FINAL offerings and by the blocks of subjects devised. They are a guide only.

Subject	Code	Type	Prerequisites
Arts Subject Choices			
Dance	DAN	General	C in English and previous experience in the subject
Drama	DRA	General	C in English and previous experience in the subject
Film, Television and New Media	FTM	General	C in English and previous experience in the subject
Music	MUS	General	C in English and previous experience in the subject
Visual Art	ART	General	C in English and previous experience in the subject
Digital and Practical Technologies Faculty Subjects Subject Choice			
Information & Communication Technology	ICJ	Applied	None
English Subject Choices			
EAL English	EAL	General	Qualify as an EAL student
Essential English	ENE	Applied	None
English	ENG	General	B or better in English
English Literature	LIT	General	B or better in English
Health Subject Choices			
Early Childhood Studies	ECS	Applied	None
Physical Education	PED	General	B or better in English, and C in Year 10 General PE Prep
Sport & Recreation	REC	Applied	None
Humanities Subject Choices			
Accounting	ACC	General	B or better in English and C in Year 10 General Accounting Prep
Ancient History	AHS	General	B or better in English and C in Year 10 General History Prep
Business	BUS	General	B or better in English and C in Year 10 General Business Prep
Geography	GEO	General	B or better in English and C in Year 10 General Geography Prep
Japanese	JAP	General	B or better in English and C in Year 10 General Japanese Prep
Legal Studies	LEG	General	B or better in English and C in Year 10 General Legal Studies Prep
Modern History	MHS	General	B or better in English a and C in Year 10 General History Prep
Philosophy and Reason	PHI	General	B or better in English and C in Year 10 General Philosophy Prep
Social & Community Studies	SCS	Applied	None. Preferred C in Year 10 Applied Social Science Prep
Tourism	TOU	Applied	None. Preferred C in Year 10 Applied Social Science Prep

Subject	Code	Type	Prerequisites
Mathematics Subject Choices			
Essential Mathematics	MAE	Applied	None
General Mathematics	MAG	General	B or better in Mathematics
Mathematical Methods	MAM	General	B or better in Mathematics
Specialist Mathematics	MAS	General	B or better in Mathematics (Methods Prep)
Science Subject Choices			
Aquatic Practices	AQP	Applied	None
Biology	BIO	General	B or better in English and C in any Science Prep
Chemistry	CHE	General	B or better in English and C in any Science Prep
Physics	PHY	General	B or better in Mathematics Methods Prep and a C in any Science Prep
Psychology	PSY	General	B in English and C in Science Prep or a B in Applied science
Science in Practice	SCP	Applied	None

VET SUBJECTS OFFERED IN 2027

The following VET subjects are offered through our school's Registered and Regulated Training Organisation (RRTO 30069). Some subjects are delivered onsite by through external Registered Training Organisations (RTOs).

The QCE points shown are estimates only. Some qualifications contain overlapping or duplicated units of competency, which may affect the total number of OCE points awarded. As a result, you may not receive the full number of points for every qualification completed.

If you have any questions about how your OCE points have been calculated, please contact the Careers Office.

COURSE	CODE	FEE	QCE POINTS (UP TO)
Arts Faculty			
CUA20120 Certificate II in Dance – Year 10 only **A \$150 comp fee is also required for this course	ZDN	\$300 + \$150 comp	4
CUA20720 Certificate II in Visual Arts – 2 year course	ZVR	\$200	4
CUA30120 Certificate III in Dance – 2 year course **A \$300 comp fee is also required for this course	ZDC	\$600 + \$300 comp	8
Hair and Beauty Training Program			
SHB20216 Certificate II in Salon Assistant – 2 year course	ZSA	\$300	4
SHB30121 Certificate III in Beauty Services – 2 year course	ZBE	\$300	8
SHB30321 Certificate III in Nail Technology – 2 year course	ZNA	\$300	8

COURSE	CODE	FEE	QCE POINTS (UP TO)
Health and Physical Education Faculty			
SIT10222 Certificate I in Hospitality – Year 10 only	ZHQ	NIL	2
SIT20322 Certificate II in Hospitality	ZHO	NIL	4
Year 11 HLT23221 Certificate II in Health Support Services (VETiS) Year 12 HLT33115 Certificate III in Health Services Assistance ##External Provider - Connect 'N' Grow RTO 40518 - 2 year course	ZHS	\$300 Yr 11 \$300 Yr 12	8
TLI20421 Certificate II in Supply Chain Operations **Only offered to Rugby League students only	ZTL	NIL	4
SIS30122 Certificate III in Sport, Aquatics and Recreation	ZSP	NIL	7
SIS30321 Certificate III in Fitness – 2 year course ##External Provider - Binnacle Training RTO 31319 **Recommended C or higher in English, 85%+ attendance; EPA B+; VFK on track	ZFI	\$570 (incl. First Aid)	8
Humanities Faculty			
BSB10120 Certificate I in Workplace Skills – Year 10 only	ZWS	NIL	2
FNS20120 Certificate II in Financial Services – 2 year course	ZFC	NIL	4
BSB20120 Certificate II in Workplace Skills ** invitation only for Year 11 & Year 12 Football Excellence Program students	ZBI	NIL	4
FSK20119 Certificate II in Skills for Work and Vocational Pathways	VFK	NIL	4
BSB30120 Certificate III in Business – 2 year course ##External Provider – Binnacle Training RTO 31319 **Recommended C or higher in English, 85%+ attendance; EPA B+; VFK on track	ZBU	\$395 Yr 11 \$100 Yr 12	8
Science Faculty			
MSL20122 Certificate II in Sampling and Measurement	MSL	NIL	4
Technologies Faculty (1 Day Trade)			
Trade Training Program delivered 1-day trade Must be accepted into the trade program			
CPC10126 Certificate I in Construction **This course will commence in Year 11 or 12	ZCS	\$220	3
MEM20422 Certificate II in Engineering Pathways **This course will commence in Year 11 or 12	ZEG	\$200	4
Uniform for 1 day trade		\$70 Yr 11 \$70 Yr 12	
Technologies Faculty (5 Day Trade)			
Trade Training Program delivered as 5-day trade Must be accepted into the trade program			
CPC10126 Certificate I in Construction	ZCS	\$300 Yr 11 \$300 Yr 12	3
UEE22025 Certificate II in Electrotechnology (Career Start) – 2 year course (VETiS) ##External Provider - Major Training RTO 6139 -	ZUE		4
MEM20422 Certificate II in Engineering Pathways	ZEG		4
AHC20416 Certificate II in Horticulture	ZHR		4
RII20120 Certificate II in Resources and Infrastructure Work Preparation	ZRP		4
Uniform for 5 day trade		\$70 Yr 11 \$70 Yr 12	

2027-2028 SUBJECTS

Accounting	Subject Type:	General
	QCE Credits:	4
	Prerequisites:	B in English and C in Year 10 General Accounting Prep
	Overview:	Students learn core accounting concepts such as accrual accounting, GST, financial statements, and managerial controls, progressing to more complex problem-solving and financial analysis. The subject emphasises the importance of digital technologies and real-world applications, preparing students to evaluate financial practices and make informed recommendations. Through

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Real-world accounting	Students explore real-world applications of accounting by learning its role, purpose, and how financial statements are used. They apply double entry principles to sole trader transactions and are introduced to computerised accounting through software or spreadsheets.	Examination – combination response (25%)
		Examination – combination response (25%)
Unit 2: Financial reporting	Students apply accrual accounting principles to manage sole trader finances, including preparing balance day adjustments and conducting ratio analysis to assess business performance.	Project – cash management (25%)
		Examination – combination response (25%)
Unit 3: Managing resources	Students apply double entry and accrual accounting principles to manage and report on a sole trader's resources, using spreadsheet software to produce cash budgets, financial statements, and implement controls to safeguard business assets.	Project – cash management (25%)
		Examination – combination response (25%)
Unit 4: Accounting – the big picture	Students complete the full process of preparing and analysing financial statements for a sole trader, then extend this analysis to public companies.	Examination – combination response (25%)
		Examination – combination response (25%)

For more information on this subject, please contact:
Head of Department – **Tony Flanagan-Swan**: tflan76@eq.edu.au

Ancient History	Subject Type:	General
	QCE Credits:	4
	Prerequisites:	B in English and C in Year 10 General History Prep
	Overview:	The subject develops historical thinking by engaging students in inquiry, analysis of evidence, and the evaluation of different perspectives on the past. Students investigate ancient events, individuals, and societies through four key units, using surviving sources to form justified historical arguments. Through this process, students gain transferable skills in critical thinking, research, and communication, becoming thoughtful, empathetic, and globally aware citizens.

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Investigating the Ancient World	Digging up the Past: Investigate how archaeology informs our understanding of the past New Kingdom Egypt – Society Study: Explore the societal features of new Kingdom Egypt	Formative Internal Assessment 1 (FA1) Examination – extended response (25%)
		Formative internal assessment 2 (FA2) Investigation (25%)
Unit 2: Personalities in their times	Alexander the Great & Boudicca In each unit analyse historical representations of a figure each unit and make a judgement about their legacy	Formative internal assessment 3 (FA3) Investigation (25%)
		Formative internal assessment 4 (FA4) Examination – short response (25%)
Unit 3: Reconstructing the Ancient World	The Celts & Roman Britain: Investigate the period marked by the clash between the indigenous Celtic tribes and the expanding Roman Empire Later Han Dynasty and the Three Kingdoms: Investigate the time of political fragmentation and turmoil following the fall of the Later Han Dynasty	Summative Internal Assessment 1 (IA1) Examination – extended response (25%)
		Summative Internal Assessment 2 (IA2) Investigation (25%)
Unit 4: People, power and authority	Rome - Civil War and the Breakdown of the Republic: Explore the conflicts of the Roman Republic. Julius Caesar: Investigate a pivotal figure to the Roman Empire.	Summative Internal Assessment 3 (IA3) Investigation (25%)
		Summative External Assessment (EA) Examination – extended response (25%)

For more information on this subject, please contact:

Head of Department – **Tony Flanagan-Swan:** tflan76@eq.edu.au

Aquatic Practices	Subject Type:	Applied
	QCE Credits:	4
	Prerequisites:	N/A
	Overview:	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.

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Aquatic ecosystems	Students investigate the health of local ecosystems like Wivenhoe Dam and Mihi Creek by testing water quality and aquatic life. They learn how human activity affects these environments and create a brochure for the council to help raise awareness about protecting local waterways.	Applied Investigation- Investigate abiotic and biotic factors of the Wivenhoe Dam
		Practical project- Create a brochure about impacts on Mihi Creek
Unit 2: Aquariums and aquaculture	Students explore how a chosen environmental factor affects the growth of red claw crayfish in aquaculture. They research, care for live crayfish, and track their development while managing their own small aquaculture system.	Applied Investigation- Research production of red claw crayfish
		Practical Project- Document aquaculture systems
Unit 3: Recreational and commercial fishing	Students investigate the best tackle and rigs for catching a chosen fish species, then plan a fishing approach. They learn key skills in commercial fishing, from catching to preparing seafood, and finish by creating a recipe card using their chosen catch.	Applied Investigation- Investigate a chosen species
		Practical Project- Demonstrate 3 practical skills in commercial fishing from ocean to plate.
Unit 4: Marine vessels	Students explore how different boat hull shapes affect how much weight they can carry. They test designs and investigate how boat construction influences performance. They also learn and demonstrate methods for cleaning up oil spills to reduce harm to marine environments.	Applied Investigation- Investigate hull shape impact on boating
		Practical Project- Demonstrate 3 practical skills to manage oil spills

For more information on this subject, please contact:

Head of Department – **Ms Rebecca Nicholson:** rnich132@eq.edu.au

Biology	Subject Type:	General
	QCE Credits:	4
	Prerequisites:	B in English and C in Science Prep or a B in Applied Science
	Overview: 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 evidence-based decisions about current scientific issues.	

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Cells and multicellular organisms	Topic 1: Cells as the basis of life	FIA1: Student Experiment
	Topic 2: Exchange of nutrients and wastes Topic 3: Cellular energy, gas exchange and plant physiology	FIA2: Unit 1 Exam
Unit 2: Maintaining the internal environment	Topic 1: Homeostasis	FIA3: Research Investigation
	Topic 2: Infectious disease and epidemiology	FIA4: Unit 2 Exam
Unit 3: Biodiversity and the interconnectedness of life	Topic 1: Biodiversity and populations	IA1: Data test (10%)
	Topic 2: Functioning ecosystems and succession	IA2: Student Experiment (20%)
Unit 4: Genetics and Life	Topic 1: Genetics and heredity	IA3: Research Investigation (20%)
	Topic 2: Continuity of life on Earth	EZ: External Exam (unit 3 and 4) 50%

For more information on this subject, please contact:

Head of Department – **Ms Rebecca Nicholson:** rnich132@eq.edu.au

Business	Subject Type:	General
	QCE Credits:	4
	Prerequisites:	B in English and C in Year 10 General Business Prep
	Overview: The study of Business equips students with the knowledge and skills needed to thrive in a rapidly evolving, innovation-driven world. It offers academic challenges and real-world experiences that prepare students to contribute to society and the workforce as future leaders, managers, and entrepreneurs. Students examine the stages of the business life cycle and learn to analyse business data, concepts, and strategies. They explore various business environments and investigate strategic decision-making in finance, human resources, marketing, and operations.	

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Business Creation	Topic 1: Fundamentals of Business	Examination – combination response
	Topic 2: Creation of Business Ideas	Business Report
Unit 2: Business Growth	Topic 1: Establishment of a Business	Feasibility Study
	Topic 2: Entering Markets	Examination – combination response
Unit 3: Business Diversification	Topic 1: Competitive Markets	Examination – combination response
	Topic 2: Strategic Development	Business Report
Unit 4: Business Evolution	Topic 1: Repositioning a Business	Feasibility Study
	Topic 2: Transformation of a Business	Examination – combination response

For more information on this subject, please contact:
 Head of Department – **Tony Flanagan-Swan**: tflan76@eq.edu.au

Chemistry

Subject Type: General

QCE Credits: 4

Prerequisites: B in English, C in Science Prep or a B in Applied Science

Overview:

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.

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Chemical fundamentals — structure, properties and reactions	Topic 1: Properties and structure of atoms	FIA1: Student Experiment
	Topic 2: Properties and structure of materials Topic 3: Chemical reactions — reactants, products and energy change	FIA2: Unit 1 Exam
Unit 2: Molecular interactions and reactions	Topic 1: Intermolecular forces and gases Topic 2: Aqueous solutions and acidity Topic 3: Rates of chemical reactions	FIA3: Research Investigation
		FIA4: Unit 2 Exam
Unit 3: Equilibrium, acids and redox reactions	Topic 1: Chemical equilibrium systems Topic 2: Oxidation and reduction	IA1: Data test (10%)
		IA2: Student Experiment (20%)
Unit 4: Structure, synthesis and design	Topic 1: Properties and structure of organic materials Topic 2: Chemical synthesis and design	IA3: Research Investigation (20%)
		EZ: External Exam (unit 3 and 4) 50%

For more information on this subject, please contact:

Head of Department – **Ms Rebecca Nicholson:** rnich132@eq.edu.au

Dance	Subject Type:	General
	QCE Credits:	4
	Prerequisites:	C in English and previous experience of the subject recommended
	Overview:	Dance has the means to prepare students for future possibilities, with highly transferrable 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. In Dance students learn about technical skills, analysis and evaluation of a range of dance styles and choreographing to create meaning.

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Moving Bodies	Moving Bodies Students explore the different purposes and contexts for dance, and how different dance genres and styles communicate meaning.	FA1 - Performance
		FA2 - Choreography
Unit 2: Moving Through Environment	Moving Through Environments Investigate how the integration of the environment that a dance is created for and presented in shapes how meaning is communicated.	FA3 – Dance Work
		FA4 – In class exam
Unit 3: Moving Statements	Moving Statements Investigate how choreographers use dance to communicate a viewpoint, in a social, political or cultural context, to an audience.	IA1 – Performance – 20%
		IA2 – Choreography – 20%
Unit 4: Moving My Way	Moving My Way Students investigate how a choreographer's movement style and dances reflect their personal contexts, influences and perspectives.	IA3 – Dance Work – 35%
		External Exam –25%

For more information on this subject, please contact:

Head of Department – **Alison Hamilton**: ahami30@eq.edu.au

Drama	Subject Type:	General
	QCE Credits:	4
	Prerequisites:	C in English and previous study of the subject recommended.
	Overview:	Drama isn't just about acting — it's about telling powerful stories, challenging ideas, and finding your voice. In this subject, you'll dive into the minds of characters, create original performances, and explore the world through different perspectives. You will work as an ensemble, build confidence, and develop real-world skills like collaboration, communication, and creative problem-solving.

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Share	Students will explore how performance can tell powerful stories and help people connect, understand each other, and see the world through different eyes — across cultures, time periods, and perspectives.	Formative Assessment 1: Performance (20%)
		Formative Assessment 2: Dramatic Concept (20%)
Unit 2: Reflect	Students will dive into how Drama can reflect real life — the messy, powerful, emotional stuff we all go through. This unit is all about creating performances that feel raw and real, where truth and authenticity take centre stage	Formative Assessment 3: Practice-Led Project – Directorial vision and Performance (35%)
		Formative Assessment 4: Examination – Extended Response (25%)
Unit 3: Challenge	Students will explore how Drama can challenge the way we see the world and ourselves. Students will dive into bold, thought-provoking styles of theatre that tackle big issues — from politics to identity — and learn how performance can spark conversations, question beliefs, and push for change.	Internal Assessment 1: Performance (20%)
		Internal Assessment 2: Dramatic Concept (20%)
Unit 4: Transform	Students will dive into the theatrical traditions that shaped the world of drama. But this isn't just about the past — students will use these iconic styles as inspiration to create their own bold, transformed work. Students will explore how old-school drama can be reimagined for today, blending classic ideas with fresh, modern perspectives.	Internal Assessment 3: Practice-Led Project – Directorial vision and Performance (35%)
		Internal Assessment 4: Examination – Extended Response (25%)

For more information on this subject, please contact:

Head of Department – **Alison Hamilton**: ahami30@eq.edu.au

Early Childhood Studies

Subject Type: Applied

QCE Credits: 4

Prerequisites: N/A

Overview:

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. This subject focuses on the significance of play to a child's development.

Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

**** Visits to local childcare centres & primary schools. Attendance compulsory**

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: D Children's Wellbeing	Play-based activity (physical, intellectual, emotional, social)	• Project
		• Project
Unit 2: A Play & Creativity	Play-based activity	• Project
		• Investigation
Unit 3: E Indoor & Outdoor Play	Play-based activity (indoor/outdoor environments)	• Project
		• Investigation
Unit 4: C Children's Development	Children's development (physical, intellectual, emotional, social)	• Project
		• Investigation

For more information on this subject, please contact:

Head of Department – **Gretchen Bohils**: gbohi1@eq.edu.au

English Literature	Subject Type:	General
	QCE Credits:	4
	Prerequisites:	B or higher in English
	Overview: Literature is for students who love stories, love language, and want to dig deep into the heart of what makes texts powerful. You'll explore big ideas, debate meanings, and develop your own interpretations. It's analytical, creative, and—let's be honest—fun if you enjoy words and ideas.	

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Introduction to Literary Studies	Students develop knowledge and understanding of the ways literary styles and structures shape how texts are received and responded to by individual readers and audiences.	Formative Assessment 1: Examination – Extended Response (25%)
		Formative Assessment 2: Imaginative Spoken Response (25%)
Unit 2: Intertextuality	Students develop knowledge and understanding of the ways literary texts connect with each other. Students study texts that are closely related in terms of genre, concepts and/or context, or texts that are adaptations of other texts.	Formative Assessment 3: Imaginative Written Response (25%)
		Formative Assessment 4: Examination – Extended Response (25%)
Unit 3: Literature and Identity	Students develop knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms.	Internal Assessment 1: Examination – Extended Response (25%)
		Internal Assessment 2: Imaginative Spoken Response (25%)
Unit 4: Independent Explorations	Students demonstrate increasing independence in exploring, interpreting, analysing and appreciating the aesthetic appeal of literary texts and the insights they offer. The unit focuses on the dynamic nature of literary explorations and interpretations, and how a close examination of structure, style and subject matter of literary texts supports various responses.	Internal Assessment 3: Imaginative Written Response (25%):
		External Assessment: Analytical Essay in Exam conditions (25%)

For more information on this subject, please contact:
Head of Department – **Sam Jaswinsky**: sljas0@eq.edu.au

Essential English	Subject Type:	Applied
	QCE Credits:	4
	Prerequisites:	None
	Overview: Essential English is all about real-world communication. You will focus on the types of reading, writing, and speaking you'll use in everyday life, community, or work.	

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Language that works	Students explore how meaning is communicated in contemporary workplace texts and popular culture texts about the world of work	Formative Assessment 1: Short Response Exam
		Formative Assessment 2: Portfolio of work
Unit 2: Texts and human experiences	Students explore individual and collective experiences and perspectives of the world.	Formative Assessment 3: Multimodal response
		Formative Assessment 4: Imaginative Response
Unit 3: Language that influencers	Students explore community, local and/or global issues and ideas presented in a range of texts that invite an audience to take up positions.	Internal Assessment 1: Persuasive Speech
		Common Internal Assessment (CIA): Short Response Exam
Unit 4: Representations and popular culture texts	Students explore how the text structures, language features and language of contemporary popular culture texts shape meaning.	Internal Assessment 2: Multimodal Response
		Internal Assessment 3: Imaginative Written Response

For more information on this subject, please contact:
Head of Department – **Sam Jaswinsky**: sljas0@eq.edu.au

EAL English	Subject Type:	General
	QCE Credits:	4
	Prerequisites:	Are an EAL student
	Overview: EAL English supports students whose first language is not English. It helps you build strong skills in academic English while supporting language growth. You'll engage with both literary and non-literary texts and focus on using English effectively in a range of contexts.	

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Language, Text and Culture	Students respond to and create texts that show how language and culture are interrelated and expressed in a range of socio-cultural contexts.	Formative Assessment 1: Examination – Extended Response (25%)
		Formative Assessment 2: Persuasive Written Response (25%)
Unit 2: Perspectives in Texts	Students respond to and analyse perspectives represented in Australian texts and how cultural assumptions, values, attitudes and beliefs underpin these texts.	Formative Assessment 3: Imaginative Spoken Response (25%)
Unit 3: Issues, Ideas and Attitudes	Students build on and consolidate their capacity to examine how texts work as they analyse and respond to representations of contemporary social issues, ideas and attitudes in a range of literary and non-literary texts, including media texts.	Internal Assessment 1: Examination – Extended Response (25%)
		Internal Assessment 2: Persuasive Written Response (25%)
Unit 4: Close Study of Literary Texts	Students explore representations of the world and human experience by engaging with literary texts from diverse times and places. Students are given opportunities to explore how these texts build a shared understanding of human experience, and to examine how representations of social, moral and ethical issues position readers and viewers.	Internal Assessment 3: Imaginative Spoken Response (25%):
		External Assessment: Analytical Essay in Exam conditions (25%)

For more information on this subject, please contact:
Head of Department – **Sam Jaswinsky**: sljas0@eq.edu.au

General English	Subject Type:	General
	QCE Credits:	4
	Prerequisites:	B or higher in English
	Overview: General English gives you the best of both worlds: creative expression and practical communication. You'll explore everything from novels and films to opinion pieces and media. It's the go-to for students who want flexibility and a solid ATAR subject.	

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Perspectives and Texts	Students explore individual and/or collective experiences and perspectives of the world through engaging with a variety of texts in a range of contexts.	Formative Assessment 1: Spoken Persuasive Speech (25%)
		Formative Assessment 2: Online Analytical Essay (25%)
Unit 2: Text and Culture	Students explore cultural experiences of the world through engaging with a variety of texts. Building on Unit 1, students develop their understanding of how relationships between language, text, purpose, context and audience shape meaning and cultural perspectives.	Formative Assessment 3: Analytical Essay in Exam conditions (25%)
		Formative Assessment 4: Short Story in Exam conditions (25%)
Unit 3: Textual Connections	Students explore connections between texts by examining representations of the same concepts and issues in different texts. In doing so, they consider how the textual constructions of the same concepts and issues in different texts resonate, relate to, and clash with one another, and their own perspectives.	Internal Assessment 1: Spoken Persuasive Speech (25%)
		Internal Assessment 2: Online Analytical Essay (25%)
Unit 4: Close Study of Literary Texts	Students explore the world and human experience by engaging with literary texts from diverse times and places. They explore how these texts build a shared understanding of the human experience and through this become significant to a culture.	Internal Assessment 3: Short Story in Exam conditions (25%)
		External Assessment: Analytical Essay in Exam conditions (25%)

For more information on this subject, please contact:
Head of Department – **Sam Jaswinsky**: sljas0@eq.edu.au

Film, Television & New Media

Subject Type:	General
QCE Credits:	4
Prerequisites:	C in English and previous experience of the subject is recommended
Overview:	Film, Television & New Media is about 21st century skills. These skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. In the subject we the students will complete assessment tasks in: • Devising and creating concepts for media products (TV, Films and Social Media Content) • Producing media products using cameras, lighting and production technologies and processes • Analysing and evaluating we view media products created by others looking at their context, purpose, impact and effects and the creator's use of visual languages

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Foundation	Foundation Students develop their understanding Media by learning to use available technologies to select, construct, manipulate and structure moving-image media. They learn about visual languages and their associated meanings	FA1 – Case study report
		FA2 – Multi-platform Project
Unit 2: Stories	Stories Students construct stories and investigate the structure of stories across a range of contexts media platforms.	FA3 – Stylistic Production
		FA4 – Film Exam
Unit 3: Participation	Participation Students explore how audiences participate with moving-image media across multiple platforms. When audiences participate, they consume media content and may be invited to respond or add to the content.	IA1 – Case Study Report – 15%
		IA2 – Multi –Platform Project 25%
Unit 4: Artistry	Artistry Students consider how technologies, stylistic trends, ideas and issues have inspired artists in their historical and cultural contexts to explore ways to make and respond to moving-image media.	IA3 – Stylistic Production 35%
		External Exam 25%

For more information on this subject, please contact:
Head of Department – **Alison Hamilton:** ahami30@eq.edu.au

Geography	Subject Type:	General
	QCE Credits:	4
	Prerequisites:	B in English and C in Year 10 General Geography Prep
	Overview:	In Geography, students develop geographical skills and thinking by exploring challenges that affect people, places, and the environment on local to global scales. They investigate contemporary issues such as hazard management, sustainable urban planning, land cover changes, and population dynamics. The course encourages students to understand and promote sustainable planning and management practices

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Responding to risk and vulnerability in hazard zones	Topic 1: Natural Hazard Zones	Formative Internal Assessment 1: Examination – Combination Response (25%)
	Topic 2: Ecological Hazard Zones	Formative Internal Assessment 2: Data Report (25%)
Unit 2: Planning Sustainable Places	Topic 1: Responding to challenges facing a place in Australia	Formative Internal Assessment 3: Field Report (25%)
	Topic 2: Managing challenges facing a megacity	Formative Internal Assessment 4: Examination – Combination Response (25%)
Unit 3: Responding to land Cover Transformations	Topic 1: Land cover transformations and climate change	Internal Assessment 1: Examination – Combination Response (25%)
	Topic 2: Responding to local land cover transformations	Formative Internal Assessment 2: Field Report (25%)
Unit 4: Managing Population Change	Topic 1: Population Challenges in Australia	Formative Internal Assessment 3: Data Report (25%)
	Topic 2: Global Population Change	External Examination: Examination – Combination Response (25%)

For more information on this subject, please contact:

Head of Department – **Tony Flanagan-Swan**: tflan76@eq.edu.au

Information & Communication Technology

Subject Type:	Applied
QCE Credits:	4
Prerequisites:	None
Overview:	Students engage in real world scenarios using industry-based programs to respond to clients' needs. Throughout this subject students will. – Interpret client briefs to identify requirements – Design low-fidelity prototypes through sketches, annotations and unit specific programs – Create high-fidelity products that address client needs using unit specific programs

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Digital Imaging & Modelling	Project Proposal: Designing low-fidelity logo and animation prototypes for clients using blender Project: Creating high-fidelity logo and animation for clients using blender	Formative Internal Assessment 1 (FA1)
		Project – Folio Formative internal assessment 2 (FA2)
		Project – Folio
Unit 2: Layout & Publishing	Project Proposal: Designing low-fidelity magazine designs for clients using Adobe Photoshop Project: Creating high-fidelity magazine designs for clients using Adobe Photoshop	Formative internal assessment 3 (FA3)
		Project – Folio Formative internal assessment 4 (FA4)
		Project – Folio
Unit 3: App Development	Project Proposal: Designing low-fidelity app for clients using Unity 3D Project: Creating high-fidelity app for client using Unity 3D	Summative internal assessment 1 (IA1)
		Project – Folio Summative internal assessment 2 (IA2)
		Project – Folio
Unit 4: Robotics	Project Proposal: Designing low-fidelity drone robot solution to a client's needs Project: Creating high-fidelity drone robot solution to a clients needs	Summative internal assessment 3 (IA3)
		Project – Folio Summative internal assessment 4 (IA4)
		Project – Folio

For more information on this subject, please contact:

Head of Department – **Kimberly Teale:** [kjtea0@eq.edu.au](mailto:kjteao@eq.edu.au)

Japanese	Subject Type:	General
	QCE Credits:	4
	Prerequisites:	B in English and C in Year 10 General Japanese Prep
	Overview:	In Japanese, students learn to communicate effectively by expressing, interpreting, and negotiating meaning in real-world contexts. The central aim of the subject is to develop strong communication skills in an additional language. Learning Japanese equips students with essential 21st century skills that support participation in a global society. It broadens their cultural understanding and creates opportunities for engagement both nationally and internationally.

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: My World	Students compare family life, social interactions, and school experiences in Australia and Japan, examining similarities, differences, and the benefits and challenges of each context.	Formative Internal Assessment 1 (FA1) Examination – short response (25%)
		Formative internal assessment 2 (FA2) Examination – Extended Response 25%)
Unit 2: Exploring Our World	Students discuss travel options and evaluate tourist destinations, explore social customs like food, festivals, and rites of passage that foster belonging, and examine how Japanese culture is preserved and influences the world.	Formative Internal Assessment 3 (FA3) Multimodal Presentation and Interview (25%)
		Formative internal assessment 4 (FA4) Examination – combination response (25%)
Unit 3: Our Society, Culture and Identity	Students discuss how culture, science, and technology shape lifestyle and leisure, consider Japanese influences on the arts, entertainment, and sport, and evaluate how young people form group identities.	Summative Internal Assessment 1 (IA1) Examination – Short Response (20%)
		Summative Internal Assessment 2 (IA2) Examination- Extended Response (25%)
Unit 4: My Present, My Future	Students explore and reflect on the transition at the end of school and investigate considerations for their future post-school choices.	Summative Internal Assessment 3 (IA3) Multimodal Presentation and Interview (30%)
		Summative External Assessment (EA) Examination – extended response (25%)

For more information on this subject, please contact:

Head of Department – **Tony Flanagan-Swan**: tflan76@eq.edu.au

Legal Studies	Subject Type:	General
	QCE Credits:	4
	Prerequisites:	B in English and C in Year 10 General Legal Studies Prep
	Overview:	Legal Studies examines how law interacts with society by regulating behaviour and protecting individual rights while balancing responsibilities. Students begin by exploring the foundations of law, the criminal and civil justice systems, and key concepts like contract law and negligence. The course progresses to analysing governance, legal reform, and contemporary Australian and international human rights issues. Throughout, students critically evaluate how justice, equity, and the rule of law are applied in real-world contexts.

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Beyond reasonable doubt	Topic 1: Legal foundations	Formative Internal assessment 1: Examination — combination response (25%)
	Topic 2: Criminal investigation process	Formative Internal assessment 2: Investigation — inquiry report (25%)
	Topic 3: Criminal trial process	
	Topic 4: Punishment and sentencing	
Unit 2: Balance of probabilities	Topic 1: Civil law foundations	Formative Internal assessment 3: Investigation — analytical essay (25%)
	Topic 2: Contractual obligations	
	Topic 3: Negligence and the duty of care	Formative Internal assessment 4: Examination — combination response (25%)
Unit 3: Law, governance and change	Topic 1: Governance in Australia	Internal assessment 1: Examination — combination response (25%)
	Topic 2: Law reform within a dynamic society	Internal assessment 2: Investigation — inquiry report (25%)
Unit 4: Human rights in legal contexts	Topic 1: Human rights	Internal assessment 3: Investigation — analytical essay (25%)
	Topic 2: Australia's legal response to international law and human rights	
	Topic 3: Human rights in Australian contexts	External assessment: Examination — combination response (25%)

For more information on this subject, please contact:

Head of Department – **Tony Flanagan-Swan**: tflan76@eq.edu.au

Essential Mathematics	Subject Type:	Applied
	QCE Credits:	4
	Prerequisites:	N/A
	Overview:	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. Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. 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.

Course and Assessment Outline

Unit	Topics	Assessment
Unit 1: Number, Data and Money	Number Representing data Managing money	FA1 – Examination Short response 60 minutes
		FA2 - Problem Solving and Modelling Task Extended response
Unit 2: Data and Travel	Data collection Graphs Time and Motion	FA3 - Problem Solving and Modelling Task Extended response
		FA4 – Examination Short response 60 minutes
Unit 3: Measurement, Scales and Chance	Measurement Scales, plans and models Probability and relative frequencies	IA1 - Problem Solving and Modelling Task Extended response
		Common Internal Assessment (CIA) Short response 60-minute exam
Unit 4: Graphs, Data and Loans	Bivariate data Summarising and comparing data Loans and compound interest	IA3 - Problem Solving and Modelling Task Extended response
		IA4 – Examination Short response 60 minutes

For more information on this subject, please contact:
 Head of Department – **Mycha Woodward**: mxwoo5@eq.edu.au

General Mathematics	Subject Type:	General
	QCE Credits:	4
	Prerequisites:	B or higher in Year 10 Mathematics
	Overview:	Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics. 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.

Course and Assessment Outline

Unit	Topics	Assessment
Unit 1: Money, Measurement, Algebra and Linear Equations	Consumer arithmetic Shape and measurement Similarity and scale Algebra Linear equations and graphs	FA1 - Problem Solving and Modelling Task (20%) Extended response
		FA2 – Examination (15%) Short response 90 minutes
Unit 2: Applications of Linear Equations and Trigonometry, Matrices and Univariate Data Analysis	Applications of linear equations and their graphs Applications of trigonometry Matrices Univariate Data Analysis 1&2	FA3 – Examination (15%) Short response 90 minutes
		FA4 – Examination (15%) Short response 90 minutes
Unit 3: Bivariate Data and Time Series Analysis, Sequences and Earth Geometry	Bivariate data analysis 1&2 Time series analysis Growth and decay in sequences Earth geometry and time zones	IA1 - Problem Solving and Modelling Task (20%) Extended response
		IA2 – Examination (15%) Short response 90 minutes
Unit 4: Investing and Networking	Loans, investments and annuities 1&2 Graphs and networks Networks and decision mathematics 1&2	IA3 – Examination (15%) Short response 90 minutes
		External Examination (50%) Short response 2x 90 minutes

For more information on this subject, please contact:

Head of Department – **Mycha Woodward**: mxwoo5@eq.edu.au

Mathematical Methods	Subject Type:	General
	QCE Credits:	4
	Prerequisites:	B or higher in Year 10 Mathematics
	Overview:	Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection. Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Course and Assessment Outline

Unit	Topics	Assessment
Unit 1: Surds, Algebra, Functions and Probability	Surds & quadratic functions Binomial expansion & cubic functions Functions and relations Trigonometric functions Probability	FA1 - Problem Solving and Modelling Task (20%) Extended response
		FA2 – Examination (15%) Short response 90 minutes
Unit 2: Calculus and further Functions	Exponential functions Logarithms & logarithmic functions Intro to differential calculus Applications of differential calculus	FA3 – Examination (15%) Short response 90 minutes
		FA4 – Examination (15%) Short response 90 minutes
Unit 3: Further Calculus and Introduction to Statistics	Differentiation of exponential and logarithmic functions and trigonometric functions Intro to integration Discrete random variables	IA1 - Problem Solving and Modelling Task (20%) Extended response
		IA2 – Examination (15%) Short response 90 minutes
Unit 4: Further Calculus, Trigonometry and Statistics	Further integration Trigonometry Continuous random variables & the normal distribution Sampling and proportions Interval estimates for proportions	IA3 – Examination (15%) Short response 90 minutes
		External Examination (50%) Short response 2x 90 minutes

For more information on this subject, please contact:

Head of Department – **Mycha Woodward**: mxwoo5@eq.edu.au

** Students require a graphics calculator to complete elements of the course.

Specialists Mathematics	Subject Type:	General
	QCE Credits:	4
	Prerequisites:	B or higher in Year 10 Mathematics – Methods Prep Program
	Overview:	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. Students must also be enrolled in Mathematical Methods to complete Specialist Mathematics

Course and Assessment Outline

Unit	Topics	Assessment
Unit 1: Combinatorics, Proof, Vectors and Matrices	Combinatorics Introduction to proof Vectors in the plane Algebra of vectors in two dimensions Matrices	FA1 - Problem Solving and Modelling Task (20%) Extended response
		FA2 – Examination (15%) Short response 90 minutes
Unit 2: Complex Numbers. Further Proof, Trigonometry, Functions and Transformations	Complex numbers Complex arithmetic & algebra Circles & geometric proofs Trigonometry & functions Matrices & transformations	FA3 – Examination (15%) Short response 90 minutes
		FA4 – Examination (15%) Short response 90 minutes
Unit 3: Further Complex Numbers, Proof, Vectors and Matrices	Further complex numbers Mathematical induction & trigonometric proofs Vectors in 2 & 3 dimensions Vector calculus Further matrices	IA1 - Problem Solving and Modelling Task (20%) Extended response
		IA2 – Examination (15%) Short response 90 minutes
Unit 4: Further Calculus and Statistical Inference	Integration techniques Applications of integral calculus Rates of change & differential equations Modelling motion Statistical inference	IA3 – Examination (15%) Short response 90 minutes
		External Examination (50%) Short response 2x 90 minutes

For more information on this subject, please contact:

Head of Department – **Mycha Woodward**: mxwoo5@eq.edu.au

**** Students require a graphics calculator to complete elements of the course.**

Modern History	Subject Type:	General
	QCE Credits:	4
	Prerequisites:	B in English and C in Year 10 General History Prep
	Overview:	Modern History allows students to explore humanity's recent past since 1750, encouraging curiosity, empathy, and an understanding of how past events shape today's world. The subject focuses on developing both historical knowledge—through themes such as ideas, movements, and national and international experiences—and historical thinking skills like inquiry, analysis, and source evaluation. Students learn that history is complex and open to interpretation, helping them to critically examine different perspectives.

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Ideas in the Modern World	Australian Frontier Wars: First Fleet arrives in Australia – Caledon Bay Crisis ends	Formative Internal Assessment 1 (FA1) Examination – extended response (25%)
	Russian Revolution: Bloody Sunday takes place – Russian Civil War ends	Formative internal assessment 2 (FA2) Investigation (25%)
Unit 2: Movements in the Modern World	Anti-apartheid movement: apartheid laws start – apartheid laws end	Formative internal assessment 3 (FA3) Investigation (25%)
	LGBTQIA+ civil rights movements: Stonewall Riots begin	Formative internal assessment 4 (FA4) Examination – short response (25%)
Unit 3: National experiences in the Modern World	Israel since 1917: announcement of the Balfour Declaration	Summative Internal Assessment 1 (IA1) Examination – extended response (25%)
	China since 1931: Invasion of Manchuria	Summative Internal Assessment 2 (IA2) Investigation (25%)
Unit 4: International experiences in the Modern World	Genocides and ethnic cleansings since the 1930s: Holocaust begins	Summative Internal Assessment 3 (IA3) Investigation (25%)
	Cold War and its aftermath: Yalta Conference begins – Russo-Ukrainian War begins	Summative External Assessment (EA) Examination – extended response (25%)

For more information on this subject, please contact:

Head of Department – **Tony Flanagan-Swan**: tflan76@eq.edu.au

Music	Subject Type:	General
	QCE Credits:	4
	Prerequisites:	C in English and previous experience of the subject recommended.
	Overview:	Music is a significant part of everyday life. In this subject the students will complete assessment tasks in. • Performance – singing OR playing of music as a soloist OR in an ensemble to communicate meaning to an audience, • Composition – students use the musical elements and compositional devices to create their own music. This can be presented as a score, recording or live performance, • Musicology – analysing and evaluating music from a wide range of styles

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Designs	Designs Exploring the elements of music to understand how music is created. Students will explore the elements through a wide range of music repertoire	FA1 – Performance
		FA2 - Composition
Unit 2: Identity	Identity Students study music which expresses cultural, political and social identity. Students explore the power of music in expressing identity as well as their own musical identity	FA3 – Project – students pick either composition or performance
		FA4 – in class exam
Unit 3: Innovation	Innovation Students will make and respond to music that uses innovative use of the music elements and concepts and explore how these communicate new meanings.	IA1 – Performance – 20%
		IA2 – Composition – 20%
Unit 4: Narrative	Narrative Students will explore how the elements of music are used to tell a story or communicate an emotion. They will research the use of music in film, video games, musical theatre and television.	IA3 – Project – students pick either composition or performance – 35%
		External Exam – 25%

For more information on this subject, please contact:

Head of Department – **Alison Hamilton:** ahami30@eq.edu.au

Philosophy and Reason

Subject Type: General

QCE Credits: 4

Prerequisites: B in English & C in General Philosophy Prep

Overview:

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 can 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.

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Fundamentals of Reason	Fundamentals of Reason: Examine the characteristics of deductive and inductive arguments and criteria for evaluating arguments and their claims.	Formative Internal Assessment 1 (FA1) Examination – extended response (25%)
		Formative internal Assessment 2 (FA2) Analytical essay (25%)
Unit 2: Reason in Philosophy	Philosophy of Science: Explore and demonstrate how the fundamentals of reason are used within science to create new knowledge.	Formative internal Assessment 3 (FA3) Analytical essay (25%)
	Philosophy of Mind: Explore and demonstrate how the fundamentals of reason are used within the philosophical inquiry into the nature of mind	Formative internal Assessment 4 (FA4) Examination – extended response (25%)
Unit 3: Moral Philosophy and schools of thought	Moral Philosophy: Study philosophical theories in an attempt to understand and discuss how we should live our lives.	Summative Internal Assessment 1 (IA1) Examination – extended response (25%)
	Philosophical schools of thought: the philosophical ideas of a selected school of thought	Summative internal Assessment 2 (IA2) Analytical essay (25%)
Unit 4: Social and political philosophy	Rights: Explore how rights can be understood through a philosophical analysis of the concept	Summative internal Assessment 3 (IA3) Analytical essay (25%)
	Political philosophy: Investigate how best to arrange our collective life	Summative External Assessment (EA) Examination – extended response (25%)

For more information on this subject, please contact: Head of Department – **Tony Flanagan-Swan:**
tflan76@eq.edu.au

Physical Education	Subject Type:	General
	QCE Credits:	4
	Prerequisites:	B or higher English, At least C in General PE prep
	Overview: Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students will: ➤ recognise and explain movement concepts and principles ➤ demonstrate and apply body and movement concepts ➤ gather, analyse and synthesise data ➤ devise strategies to optimise engagement and performance ➤ evaluate and justify strategies	
	<i>It is NOT about 'playing sport'. Physical activity is the context in which data is gathered.</i>	

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Motor learning, functional anatomy and biomechanics in physical activity	• Motor learning integrated with physical activity • Functional anatomy and biomechanics in physical activity	Formative internal assessment 1(FA1) • Examination — combination response
		Formative internal assessment 2(FA2) • Investigation — report
Unit 2: Sport psychology and equity in physical activity	• Sport psychology in physical activity • Equity — barriers and enablers in physical activity	Formative internal assessment 3(FA3) • Project — folio
		Formative external assessment (FA4) • Investigation — report
Unit 3: Tactical awareness and ethics in physical activity	• Tactical awareness in physical activity • Ethics and integrity in physical activity	Summative internal assessment 1 (IA1): • Project — folio
		Summative internal assessment 2 (IA2): • Investigation — report
Unit 4: Energy, fitness and training in physical activity	• Energy, fitness and training integrated with physical activity	Summative internal assessment 3 (IA3): • Project — folio
		Summative external assessment (EA): • Examination — combination response

For more information on this subject, please contact:

Head of Department – **Gretchen Bohils**: gbohi1@eq.edu.au

Physics	Subject Type:	General
	QCE Credits:	4
	Prerequisites:	B in Mathematics Methods Prep and C in Science Prep or a B in Applied Science.
	Overview: 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.	

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Thermal, nuclear and electrical physics	Topic 1: Heating processes Topic 2: Ionising radiation and nuclear reactions Topic 3: Electrical circuits	FIA1: Data Test
		FIA2: Research Investigation
Unit 2: Linear motion and waves	Topic 1: Linear motion and force Topic 2: Waves	FIA3: Student Experiment
		FIA4: Unit 2 Exam
Unit 3: Gravity and electromagnetism	Topic 1: Gravity and motion Topic 2: Electromagnetism	IA1: Data test (10%)
		IA2: Student Experiment (20%)
Unit 4: Revolutions in modern physics	Topic 1: Special relativity Topic 2: Quantum theory Topic 3: The Standard Model	IA3: Research Investigation (20%)
		EZ: External Exam (unit 3 and 4) 50%

For more information on this subject, please contact:

Head of Department – **Ms Rebecca Nicholson:** rnich132@eq.edu.au

Psychology	Subject Type:	General
	QCE Credits:	4
	Prerequisites:	B in English and C in Science Prep or a B in Applied Science
	Overview:	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 cross-cultural psychology.

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Individual Development	Topic 1: The role of the Brain Topic 2: Cognitive development Topic 3: Attention and sleep	FIA1: Research Investigation
		FIA2: Unit 1 Exam
Unit 2: Individual Behaviour	Topic 1: Intelligence Topic 2: Diagnosis Topic 3: Psychological disorders Topic 4: Emotion and motivation	FIA3: Student Experiment
		FIA4: Unit 2 Exam
Unit 3: Individual Thinking	Topic 1: Brain function Topic 2: Sensation and Perception Topic 3: Memory Topic 4: Learning	IA1: Data test (10%)
		IA2: Student Experiment (20%)
Unit 4: The influx of others	Topic 1: Social psychology Topic 2: Interpersonal Processes Topic 3: Attitudes Topic 4: Cross cultural psychology	IA3: Research Investigation (20%)
		EZ: External Exam (unit 3 and 4) 50%

For more information on this subject, please contact:

Head of Department – **Ms Rebecca Nicholson:** rnich132@eq.edu.au

Science in Practice	Subject Type:	Applied
	QCE Credits:	4
	Prerequisites:	N/A
	Overview: Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Projects and investigations are key features of Science in Practice. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike scientific contexts.	

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Ecosystems	Ecosystems Students will design, build and test the effectiveness of a water filter.	Practical project Water Filter
	Students will perform tests in the field and analyse their results to investigate the health of a local waterway	Applied Investigation Fieldwork report Mihi Creek
Unit 2: Diseases	Diseases Students will perform an investigation to determine how factors impact the way simple medications dissolve.	Applied Investigation Investigating the solubility of medications.
	Students will prepare a board game communicating the factors involved in the spread of a disease. They will also provide research notes about their game.	Practical Project Infectious Diseases
Unit 3: Consumer Science	Consumer Science Students will explore consumer industry by: • Test effective different methods of food preservation • Investigate the ingredients • Test the suitability of products and communicate their findings as a presentation	Applied Investigation Food Preservation Methods
		Practical Project Making cosmetics
Unit 4: Transport	Transport Students will design, build and test a solar powered vehicle. They will then analyse the safety of a vehicle.	Practical Project Design a Solar Powered Car
		Applied Investigation Car safety Investigation

For more information on this subject, please contact:

Head of Department – **Ms Rebecca Nicholson:** rnich132@eq.edu.au

Social & Community Studies	Subject Type:	Applied
	QCE Credits:	4
	Prerequisites:	N/A. Preferred C in Year 10 Applied Social Science Prep
	Overview:	Social & Community Studies helps students develop personal and social skills that support self-management, wellbeing, and positive relationships within the community. It focuses on self-awareness, understanding personal values, and building interpersonal skills for active participation in society. Students explore a range of topics including lifestyle choices, personal finance, employment, health, technology, and Australia's global role, using an inquiry approach to understand social dynamics.

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Heathy choices for mind and body	In this unit, students investigate choices related to recreation, leisure, food and nutrition from both a personal and society perspective, considering the implications of their choices. They explore the importance of recreation and leisure time and experiences.	Project – Recreation and Leisure
		Investigation – Food and Nutrition
Unit 2: Lifestyle and Financial Choices	In this unit, students investigate making choices for their lifestyles, considering how to enact positive change for the present and the future. They explore money management for the purpose of informing their choices.	Project – Contemporary Lifestyles
		Extended response – Money Management
Unit 3: Legal and digital citizenship	In this unit, students investigate aspects of Australia's legal system and its operation to develop their understanding of being active and informed citizens.	Extended Response – Legally, it could be you
		Project – Digital Technology and Wellbeing
Unit 4: Relationships and work environments	In this unit, students investigate relationship skills and work environments. They explore social contexts, issues and perspectives related to work.	Project - Relationships
		Investigation – World of work

For more information on this subject, please contact:

Head of Department – **Tony Flanagan-Swan**: tflan76@eq.edu.au

Sport & Recreation

Subject Type: Applied

QCE Credits: 4

Prerequisites: N/A

Overview:

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. Participation in sport and recreation can make positive contributions to a person's wellbeing.

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.

**** Participation in practical activities is compulsory.**

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: D Coaching and officiating	- Coaching - Officiating	• Project- coaching
		• Performance- officiate
Unit 2: J Optimising performance	- Nutrition - First aid & sports injuries	• Project- enhance outcomes
		• Performance- sport injury
Unit 3: E Community recreation	- Performance - Event management	• Performance
		• Project- community session
Unit 4: H Fitness for sport and recreation	Strength & conditioning	• Project- fitness session for sport
		• Performance- group fitness session

For more information on this subject, please contact:

Head of Department – **Gretchen Bohils:** gbohi1@eq.edu.au

Tourism

Subject Type:	Applied
QCE Credits:	4
Prerequisites:	N/A. Preferred C in Year 10 Applied Social Science Prep
Overview:	Tourism provides students with opportunities to develop a wide range of intellectual, creative, technical, and workplace skills. The subject helps students understand the structure, scope, and operations of the tourism industry, including travel, hospitality, and visitor services. Core topics include tourism practices, industry impacts, client needs, and sustainable approaches, all embedded across the course. Through practical learning and assessment, students plan projects, analyse opportunities and challenges, make informed decisions, and reflect on their outcomes.

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Tourism and travel	In this unit, students consider the types of tourism, the reasons for travel and why people choose destinations. The factors that influence travel choices are referred to as push factors and pull factors.	Investigation – The impacts of tourism
		Report – Traveller information Package
Unit 2: Tourism and marketing	In this unit, students explore marketing principles, concepts and practices that are used by tourism businesses and organisations to promote their products to specific audiences.	Investigation – Marketing campaign evaluation
		Project – Tourism promotion
Unit 3: Tourism trends and patterns	In this unit, students investigate the influence of tourism trends and patterns. They consider how patterns of growth and decline in some tourism destinations both directly and indirectly create opportunities or challenges.	Investigation – Tourism Trends
		Project – Sustainable Tourism Guide
Unit 4: Tourism industry and careers	In this unit, students explore tourism as an industry that involves a wide range of tourism businesses.	Investigation – Value of the tourism industry
		Careers in the Tourism industry

For more information on this subject, please contact:

Head of Department – **Tony Flanagan-Swan**: tflan76@eq.edu.au

Visual Art	Subject Type:	General
	QCE Credits:	4
	Prerequisites:	C in English or previous study of the subject recommended
	Overview: Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.	
	In this subject the students will complete assessment tasks in. • Making- manipulation of materials and the elements of art to communicate ideas in art pieces. • Resolving- reflecting on or responding to the work of other artists or students own work	

Course and Assessment Outline

Unit	Topic	Assessment
Unit 1: Art as Lens	Art as Lens They explore how artists work through art processes to create new ways of thinking, meaning and representation.	FA1: Investigation
		FA2: Experimental Folio
Unit 2: Art as Code	Art as Code Students explore the concept of 'art as code' to learn how visual language is capable of expressing complex ideas.	FA3: Resolved Folio
		FA4: In class exam
Unit 3: Art as Knowledge	Art as Knowledge Students use the contemporary, personal, cultural and/or formal contexts to study selected artists and explore expression.	IA1: Investigation
		IA2: Project
Unit 4: Art as Alternate	Art as Alternate Students continue and build on their focus, knowledge and art practice from Unit 3.	IA3: Project
		External Exam

For more information on this subject, please contact:
Head of Department – **Alison Hamilton:** ahami30@eq.edu.au