

Senior Subject Guide

Years 10 (Semester 2),11 and 12

(Based of QCAA -V1.9 - May 2024)





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Introduction

Victoria Point State High School is committed to offering students a variety of learning opportunities in a range of different curriculum areas across the Junior and Senior phases of learning. All learning pathways are designed to ensure all students progress with the necessary skills to enter the next phase of their education, or those required to enter the workforce.

This book is designed to inform you of your option for learning pathways as well as provide you with the expectations associated with each learning pathway and some options for individual subjects.

The Victoria Point State High School curriculum consists of subjects which are aligned with (Queensland Curriculum & Assessment Authority) QCAA requirements. More detailed information about the different subjects offered at Victoria Point State High School is available on the school's website (www.vpshs.eq.edu.au).

To ensure your learning is as engaging and productive as possible please ensure you take the time to read the information about the specific focus of each of the learning pathways, the core subjects and the electives you choose. To assist you to make informed decisions about your elective subjects we suggest you:

- Exploring all options outlined in this book.
- Ask questions of relevant staff (Family Group Teachers, Curriculum Teachers, Heads of Department)
- Choose subjects which interest you and will be beneficial to future pathways you are interested in.
- Apply yourself to all of your current classes to provide yourself with the best chance of obtaining all the requirements for preferred pathways

You are also expected to participate in the Family Group program that focuses on student wellbeing and the development of skills to become a valuable member of the school community, as well as the wider community. The choices you make now can and will have a significant impact on the opportunities you will have in the future.

The choices you make now can and will have a significant impact on the opportunities you will have in the future.

You will study six subjects in Years 10, 11 & 12 and each subject runs for 2.5 years. Students must choose one Maths subject, one English subject and four elective subjects.

Please note:

- 1. The school reserves the right to withdraw any subject where there are insufficient numbers of students enrolled or where suitably qualified teachers and/or resources are not available.
- 2. The number of students enrolled in elective subjects maybe limited by timetabling constraints. These constraints are at the determination of the Principal.
- 3. It is assumed that students would have successfully completed the requirements from the previous semester/year's subjects before selecting new subjects. Failure to successful complete the studies of a course may limit continued enrolment or selection opportunities.



Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep.

Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. All students in Year 11 and 12 at Victoria Point State High School are expected to achieve a QCE. In order to do this, each student needs to earn twenty (20) credits which will be "banked" in an online learning account.

Students need to choose six (6) subjects which will run for two (2) years each – Years 11 and 12. All subjects and most VET Certificates are worth four (4) credits each, however Certificate III in Screen and Media and Certificate III in Information Technology each attract seven (7) credits, while Certificate III in Sport and Recreation, Certificate III in Aviation – Remote Piloting and Certificate III in Business all attract eight (8) credits.

For more information about the QCE see: www.qcaa.qld.edu.au

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.



Senior assessment system

The senior assessment system is a school-based assessment approach. Teachers exercise their professional judgement in designing and administering school-based senior assessment. Senior students will be provided with multiple opportunities to demonstrate their skills and knowledge. These assessments will be complemented by subject-based external assessment and processes to support and promote high-quality assessment practice.

A new tertiary entrance system will take the form of an Australian Tertiary Admission Rank (ATAR), as used in other Australian states and territories. The ATAR is a rank indicating a student's position overall against other students. The ATAR is expressed on a scale from 99.95 highest, down to 0 in increments of 0.05. ATARs below 30 are reported as '30.00 or less'. The ATAR will be used by tertiary institutions (either on its own or in conjunction with other selection criteria) to rank applicants for selection into tertiary courses.

Eligibility for an ATAR will be subject to satisfactory completion of an English subject and school-based pre-requisites. A student's ATAR indicates their overall position across each of their subjects; therefore, a student can only maximise their ATAR by performing well in their subject.

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

- best five out of six General subject results, or
- best five General subject results, plus an Applied subject result or a Certificate III or higher VET qualification.

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

Furthermore, the ATAR will be calculated from scaled marks. Inter-subject scaling is a means of determining overall comparative performance between subjects. Scaling is necessary so that students' results in different subjects can be compared. It is commonly accepted that it is harder to attain a VHA in Specialist Mathematics than in General Mathematics. Inter-subject scaling allows for these relatives to be considered. These scaled scores can then be aggregated and used to derive ATARs.

For more information, please visit www.qcaa.qld.edu.au.



Senior subjects

In Semester 2, Year 10 students will engage in introductory studies for senior subjects. The knowledge and skills in these subjects are drawn from the Australian Curriculum but use the language and types of assessment representative of the senior syllabus to prepare students for success in Years 11 and 12. Subjects selected contribute to the learning pathway, across the 5 semesters into Years 11 and 12 and towards exit. Students must study six (6) subjects in Years 10, 11 & 12 and select to either study a QCE + ATAR Pathway or a QCE Pathway.

Pathway Information

All students will make their choices from one of two pathways

- the QCE + ATAR (University Pathway), or the
- QCE (Vocational Pathway TAFE, Trade and Employment).

Subjects chosen should suit students' abilities, interests, and commitment to their studies.

QCE + ATAR Pathway

This pathway is for students intending to continue into University after senior secondary who need to make themself eligible for an ATAR. To be eligible they must choose at least five (5) General subjects, including General English and at least one (1) Mathematics subject.

To be successful on a QCE + ATAR Pathway a GPA of 4.0 and at least a B in English on your Term 1, Year 10 Academic Report card is recommended. Students not achieving a GPA of 4.0 and at least a B in General English by the end of Semester 2, Year 10 will be placed on academic review and changes to both pathways and subjects will be initiated. Students may request an individual interview to reconsider pathways and subject choices.

General syllabuses

General subjects are suited to students interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies. General subjects include Extension subjects.

General Subjects

- Contribute four (4) credits to the QCE.
- Contribute to a student's ATAR regardless of the result (pass or fail).
- Are more academically challenging (prepared to meet high expectations of homework, study and assignment preparation per night).

Selected subjects have additional prerequisites:

5	YEAR 10 Semester 1
Chemistry	Minimum B standard in Year 10 Science
Physics	Minimum B standard in Year 10 Science
Digital Solutions	Minimum B standard in Year 10 Maths
Japanese	Minimum C standard in Year 10 Japanese
Mathematical Methods	Minimum B standard in Year 10 Maths
Specialist Mathematics	Minimum B standard in Year 10 Maths



Students in the QCE + ATAR Pathway are:

- Not permitted to undertake any external courses (TAFE, Traineeship, etc.), if it impacts on school time.
- Must undertake an external examination preparation course which will involve participating in one 40-minute lesson per week at 8:00am.

QCE Pathway

The QCE pathway is designed for students intending to go into employment, TAFE or a traineeship or an apprenticeship after school and therefore generally students elect to study Essential English and Essential Mathematics. However, students on this pathway may apply for University entrance using the qualifications gained from this pathway.

QCIA Pathway

The QCIA pathway is designed for students who require an individual learning program and intend on going into employment, TAFE or a traineeship or apprenticeship after school. Students must study Essential English and Essential Mathematics. However, students may continue to work towards a QCE post-secondary schooling.

Applied 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. Applied Subjects are worth 4 QCE credits.

Crossing Pathways

Students on the QCE Pathway may choose General English if they have achieved at least a 'B' in Year 10 English, Term 1.

Students who are on the ATAR or QCE pathways may be given permission to choose one (1) additional subject or course from the other pathway if the school, parent/guardian and student all agree that the choice is appropriate and there is a worthwhile reason for the choice.

Underpinning factors

All senior syllabuses are underpinned by:

• literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content

numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.



Applied and Applied (Essential) syllabuses

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

- applied learning the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- 21st century skills the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy.

General syllabuses and Short Course syllabuses

In addition to literacy and numeracy, General syllabuses and Short Course syllabuses are underpinned by:

 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy

Vocational Education and Training (VET) - (Years 11 12 only)

Students can access VET programs through the school if it:

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

Certificate courses are competency based on industry expectations and skills which would be expected in a workplace, and contribute to credits towards the QCE:

- Certificate II courses are worth 4 QCE credits
- Certificate III courses are worth up to 8 QCE credits.

All students in the Vocational Pathway are strongly encouraged to incorporate a part-time TAFE course, a school-based traineeship or apprenticeship, or a work placement into their Year 11 and 12 studies.

Choosing a vocational pathway whilst in high school is a wise choice. The government provides students with the opportunity to utilise funding to complete a skills-based education and training qualification. On top of this head start into the workforce, successful completion of a certification will make students eligible for QCE credits contributing toward graduating high school.

This handbook is a guide for students and parents regarding participation in externally based Vocational Education and Training programs. Students while enrolled at Victoria Point State High School may be offered multiple opportunities to undertake several courses.

Vocational certification and training for students can be obtained in the following ways:

- VET in Schools Programs (VETiS)
- School Based Traineeships (SAT)
- School Based Apprenticeships (SAT)



Your future vocation

Step 1:

WHO DO YOU WANT TO BE?

Understanding where you see yourself working sometime in the next three years is an important part of knowing who we are and having a good sense of self awareness. Therefore, what is the industry you can see yourself working and most importantly, thriving in?

Consider some of the different industries. Identify the future trends and potential for growth in the industries. Where do you interests, strengths and passion?

Carpentry	Building and Construction Plumbing	
Hairdressing	Retail	Nursing
Electrical	Engineering	Allied Health
Rural Operations	Crime and Justice	Fitness
Screen and Media	Hospitality	Kitchen Operations
Aviation	Tourism / Events	Community Services
Childcare	Retail Cosmetics	Beauty
Telecommunications	Automotive	Logistics
Music	Fashion and Design	Community Dance Theatre Events
Design Fundamentals	Sport and Recreation	Baking
Business Admin	Laboratory Skills	Rail Infrastructure

When you can make this vital first decision, you are ready for Step 2.



Step 2

UNIQUE STUDENT IDENTIFIER - USI

Key Points...

It is vital to the success of your enrolment that you have applied for and have your Unique Student Identifier (USI) number.

- All students with a desire to begin a VET course must have a USI or you will not be credited for your completed work.
- This is an Australian Government reference number that assists learners to keep track of their qualifications in an online learner's portal.
- A USI assists trainers to award certificates to the correct person.
- It is yours for life every employer (Registered Training Organisation RTO) that wants you to undertake further vocational training in the workplace will ask for this number.

For the above reasons it is important to:

- Maintain your personal details in the USI portal
- Keep a hard copy of the number with other important personal documents at home.

htps://www.usi.gov.au/

Australian G	overnment USI	Unique Student Identifier		Search for	keywords Q
For students	For providers V	/ET transcripts	About us	Help	Login to the USI
Home > For Student	s				Kegisu y system
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Follow the links below fo	or everything you need to know ab	pout creating, finding, mana	ging and sharing your USI.		
		I want to	····		
	Students	Students	Students		
	Get your USI	Forgot your US	SI? Reset my	password	



Option A:

VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS (VETIS)

Key Points...

- Qualifications designed to provide students with the skills and knowledge required for specific industries these courses are offered by Registered Training Organisations (RTO's)
- Courses can be undertaken at a TAFE QLD campus, school or other training centre
- VETiS courses are fee-free as they are funded by the government in order to address skills shortages in the wider workforce
- Secondary students are eligible to complete only one VETiS funded course whilst at school
- Fee for Services options are also available
- Students are required to attend 1 day a week during the school term
- Contributes to the Queensland Certificate of Education (QCE)

htps://desbt.qld.gov.au/training/providers/funded/vetos

Training > For training providers > Funded programs > VET in Schools (VETiS)

VET in Schools (VETiS)



Senior School students engaged in Cert II Automotive and Cert II Health and Support services at TAFE



Option B:

SCHOOL – BASED TRAINEESHIPS AND APPRENTICESHIPS

Key Points...

- Requires students to be in the workplace at least 1-day week (7.25hrs) training on the job. Students are paid for their work hours and must complete a minimum of 375hrs in the workplace every year. They will be required to work school holidays.
- Traineeships are completed whilst at school with the variation in duration dependant on their certification—usually 1-2years.
- Students will be required to complete a course at either ATQF level certificate II or III on top of school curriculum commitments.
- Apprenticeships start at school but will not be completed before graduation. Time in a school-based apprenticeship whilst at school equates to 3-9 months of a 4-year apprenticeship dependent on their qualification and when the student started.
- Students may be allocated a spare lesson within their timetable
 - The RTO will meet with the student on a regular basis in the workplace and/or at the school for training sessions.
- Contributes to Queensland Certificate of Education (QCE)

• Please note: If you are currently enrolled in a SAT and it is not matching the above key points, you need to speak with the school's Industry Liaison Officer (ILO) as soon as possible.

Step 4:

ENROL

Key Points...

- It is your responsibility to introduce yourself to the Industry Liaison Officer (ILO)
- It is your responsibility to have your USI before you go to enrol
- It is your responsibility to ensure that key documents are filled out correctly and in a timely manner.

What your employer / trainer wants to see?

- Be on time
- Show up on your allocated day ready for work and training
- Be prepared for the training day
- Act responsibly and respectfully at all times remember you are representing yourself, your family and the school
- Notify the school, TAFE or employer of absences either planned or otherwise
- Maintain a passing grade in all subjects



- Follow up on missed work due to training commitments; it is YOUR responsibility to do this no one else's
- Maintain a minimum attendance percentage of 85% at school and throughout your vocational journey
- SPEAK UP and OUT if there are any concerns at your workplace or at school



Year 10 student hard at work and, another using the plasma cutter in Cert II Engineering at TAFE

What your employer / trainer does not want to see?

- Mobile phones during lesson work time please keep them in your bag
- Arrive late without reason
- Arrive without the necessary equipment for your training day
- Unexplained absences
- Taking longer breaks than allocated
- Unsafe behaviours
- Disrespectful language and behaviours toward the staff and other trainees
- Learners who give up



Victoria Point State High School Learning Policy Assessment and Exams

Students are expected to continue to meet their obligations around SATs and other training. This means that students MUST continue to attend their SAT or Vocational course during this period unless the assessment meets the following criteria:

- Exams for an ATAR subject or year 12 Common Internal Assessment (CIA)
- Curriculum based assessment-requiring students to attend one off camps or excursions relevant to the assessment piece.

Students MUST attend school in these instances and notify TAFE or Employer of intended absence.

In regards to assignment submission, students are expected to hand in assignments prior to the due date or before or after training on the day, or sent through electronically via email with a hard copy handed in the day after, if it falls on the day of absence due to vocational training.

The method of submission should be discussed and approved with curriculum teacher or Head of Department (HOD) prior to submission date.

Absences from Vocational Training or SAT

Ongoing absences from TAFE /SAT can result in a student being unable to complete the full certificate or required hours in the workplace, this can have long-term implications affecting a student's QCE attainment amongst other things.

Continued absences could see the student removed from TAFE/SAT, this decision could be made by any of these 3 parties – the School, RTO or Employer. Absences greater than 3 will result in these discussions taking place with all relevant parties.

There are a couple of things that MUST be followed if a student is absent from work or training

- Students MUST phone or email RTO or Employer
- Students MUST also notify the College of absence

Please note that attendance MUST remain at 85% or above, and all assessment items submitted, as failure to do so can lead to withdrawal from the program.



General syllabuses

In addition to literacy and numeracy, General syllabuses are underpinned by:

 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

Structure

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Extension syllabuses course overview

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2 that are to reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit.



Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Units 3 and 4 assessments

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

Schools develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each of the General syllabuses.

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. Confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. External assessment results for a subject contribute to a determined percentage of a students' overall subject result. For most subjects this is 25% however, for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments. These ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment. As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.



Applied syllabuses

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

- applied learning the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- core skills for work the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

Structure

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the courses are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 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.

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.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.



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
 - 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.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Senior External Examinations

Senior External Examinations course overview

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school
- adult students (people of any age not enrolled at a Queensland secondary school)
 - to meet tertiary entrance or employment requirements
 - for personal interest.



Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.

For more information about the Senior External Examination, see: www.qcaa.qld.edu.au/senior/see.

Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: https://www.qcaa.qld.edu.au/senior/sep-calendar.

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

Short Courses

In addition to literacy and numeracy, Short Courses are underpinned by:

 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

Short Course overview

Short Courses are one-unit courses of study. A Short Course syllabus includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Aboriginal & Torres Strait Islander Languages
- Career Education
- Literacy
- Numeracy.

Assessment

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.



General Subjects

English	Humanities/Business
English	Ancient History
English & Literature Extension	Business
Literature	Economics
	Legal Studies
Maths	Modern History
General Mathematics	Philosophy & Reason
Mathematical Methods	
Specialist Mathematics	Science
	Biology
Arts & Languages	Chemistry
Dance	Physics
Drama	Psychology
Music	
Visual Arts	Technologies
Japanese	Design
	Digital Solutions
Heath & Physical Education	Engineering
Health	Food & Nutrition
Physical Education	



English

General senior subject

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

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

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts
- skills to 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
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-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 and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

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.

General

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
 Perspectives and texts Texts in contexts Language and textual analysis Responding to and creating texts 	 Texts and culture Texts in contexts Language and textual analysis Responding to and creating texts 	 Textual connections Conversations about issues in texts Conversations about concepts in texts. 	 Close study of literary texts Creative responses to literary texts Critical responses to literary texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Spoken persuasive response	25%	Summative internal assessment 3 (IA3): • Examination — extended response	25%
Summative internal assessment 2 (IA2): • Written response for a public audience	25%	Summative external assessment (EA): • Examination — extended response	25%



English & Literature Extension

General senior subject

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and should be read in conjunction with those syllabuses. To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.

By offering students the opportunity to specialise in the theorised study of literature, 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

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural



and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

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

Structure

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

Unit 3	Unit 4
Ways of readingReadings and defencesDefence of a complex transformation	Exploration and evaluationExtended academic research paperTheorised exploration of texts

Assessment

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

Unit 3		Unit 4		
Summative internal assessment 1 (IA1): • Reading and defence	20%	Summative internal assessment 3 (IA3): • Academic research paper	35%	
Summative internal assessment 2 (IA2): • Defence of a complex transformation	20%	Summative external assessment (EA): • Examination — extended response	25%	



Literature

General senior subject

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:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- 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, and style
- 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.

Pathways

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

General

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/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



Structure

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

Assessment

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

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

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



General Mathematics

General senior subject

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P-10 Australian Curriculum. Learning reinforces prior knowledge and further develops 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. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.



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.

Unit 1	Unit 2	Unit 3	Unit 4
 Money, measurement, algebra and linear equations Consumer arithmetic Shape and measurement Similarity and scale Algebra Linear equations and their graphs 	 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 Univariate data analysis 2 	 Bivariate data and time series analysis, sequences and Earth geometry Bivariate data analysis 1 Bivariate data analysis 2 Time series analysis Growth and decay in sequences Earth geometry and time zones 	 Investing and networking Loans, investments and annuities 1 Loans, investments and annuities 2 Graphs and networks Networks and decision mathematics 1 Networks and decision mathematics 2

Structure

Assessment

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

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

Summative assessments

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



Mathematical Methods

General senior subject

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics 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. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will 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 problemsolvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.



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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
 Surds, algebra, functions and probability Surds and quadratic functions Binomial expansion and cubic functions Functions and relations Trigonometric functions Probability 	 Calculus and further functions Exponential functions Logarithms and logarithmic functions Introduction to differential calculus Applications of differential calculus Further differentiation 	 Further calculus and introduction to statistics Differentiation of exponential and logarithmic functions Differentiation of trigonometric functions and differentiation rules Further applications of differentiation Introduction to integration Discrete random variables 	 Further calculus, trigonometry and statistics Further integration Trigonometry Continuous random variables and the normal distribution Sampling and proportions Interval estimates for proportions

Assessment

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

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

Summative assessments

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



Specialist Mathematics

General senior subject

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics 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.

Students who undertake Specialist Mathematics will 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.

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.

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
 Combinatorics, proof, vectors and matrices Combinatorics Introduction to proof Vectors in the plane Algebra of vectors in two dimensions Matrices 	 Complex numbers, further proof, trigonometry, functions and transformations Complex numbers Complex arithmetic and algebra Circle and geometric proofs Trigonometry and functions Matrices and transformations 	 Further complex numbers, proof, vectors and matrices Further complex numbers Mathematical induction and trigonometric proofs Vectors in two and three dimensions Vector calculus Further matrices 	 Further calculus and statistical inference Integration techniques Applications of integral calculus Rates of change and differential equations Modelling motion Statistical inference

Assessment

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

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

Summative assessments

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



Dance

General senior subject



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. Self-confidence 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.



Structure

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

Assessment

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

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

Summative assessments

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


Drama General senior subject

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.



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

Assessment

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

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

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



Music General senior subject

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



Unit 1	Unit 2	Unit 3	Unit 4
Designs Through inquiry learning, the following is explored:	Identities Through inquiry learning, the following is explored:	Innovations Through inquiry learning, the following is explored:	Narratives Through inquiry learning, the following is explored:
How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

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

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

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



Visual Art General senior subject

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 problem-solving 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, 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.

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

- 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



Unit 1	Unit 2	Unit 3	Unit 4
 Art as lens Concept: lenses to explore the material world Contexts: personal and contemporary Focus: people, place, objects 	 Art as code Concept: art as a coded visual language Contexts: formal and cultural Focus: codes, symbols, signs and art conventions 	 Art as knowledge Concept: constructing knowledge as artist and audience Contexts: contemporary, personal, cultural and/or formal Focus: student-directed 	 Art as alternate Concept: evolving alternate representations and meaning Contexts: contemporary, personal, cultural and/or formal Focus: student- directed

Assessment

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

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

Unit 3		Unit 4		
Summative internal assessment 1 (IA1): • 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): 25% Examination — extended response 				



Japanese

General senior subject

requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as Japanese is an important 21st century skill. Students 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.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Pathways

A course of study in Japanese 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



Additional language acquisition 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 Japanese-speaking 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.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and





Objectives

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

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning

- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of Japanese to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Japanese.

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし — My world • Family/carers • Peers • Education	私達の世界をたんけん する — Exploring our world • Travel and exploration • Social customs • Japanese influences around the world	私達の社会、文化とア イデンティティー Our society; culture and identity • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	私の現在と将来 — My present; my future • The present • Future choices

Structure

Assessment

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

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

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



Health General senior subject



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

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Transport safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life course transition.

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.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for healtheducated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

Pathways

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



Objectives

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

- recognise and describe information about health-related topics and issues
- comprehend and use the Health inquiry model
- analyse and interpret information to draw conclusions about health-related topics and issues
- critique information to distinguish determinants that influence health status

- 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
- organise information for particular purposes
- make decisions about and use modeappropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	Peers and family as resources for healthy living	Community as a resource for healthy living	Respectful relationships in the post-schooling
	 Alcohol and other drugs (elective) 	 Homelessness (elective) 	transition
	 Body image (elective) 	Transport safety (elective)Anxiety (elective)	

Assessment

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

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

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



Physical Education

General senior subject

General

Physical Education provides students with knowledge, The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students 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 and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

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

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



Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and biomechanics in	Sport psychology and equity in physical activity	Tactical awareness and ethics in physical activity	Energy, fitness and training in physical activity
 physical activity Motor learning in physical activity Functional anatomy and biomechanics in physical activity 	 Sport psychology in physical activity Equity — barriers and enablers 	 Tactical awareness in physical activity Ethics and integrity in physical activity 	 Energy, fitness and training integrated in physical activity

Assessment

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

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

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



Ancient History General senior subject



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.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments. Historical skills form the learning and subject matter provides the context. Learning in

context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded 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



Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Ancient World • Digging up the past • Features of ancient societies	Personalities in their time • Personality from the Ancient World 1 • Personality from the Ancient World 2	Reconstructing the Ancient World Schools select two of the following historical periods to study in this unit: • Thebes — East and West, from the 18th to the 20th Dynasty • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • The Ancient Levant — First and Second Temple Period • Persia from Cyrus II to Darius III • Fifth Century Athens (BCE) • Macedonian Empire from Philip II to Alexander III • Rome during the Republic • Early Imperial Rome from Augustus to Nero • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The Celts and/or Roman Britain • The Medieval Crusades • Classical Japan until the end of the Heian Period	 People, power and authority Schools select one of the following historical periods to study in this unit: Ancient Egypt — New Kingdom Imperialism Ancient Greece — the Persian Wars Ancient Greece — the Peloponnesian War Ancient Carthage and/or Rome — the Punic Wars Ancient Rome — Civil War and the breakdown of the Republic Ancient Rome — the Augustan Age Ancient Rome — the fall of the Western Roman Empire Ancient Rome — the Byzantine Empire Schools select one of the personality options that has been nominated by the QCAA for the external assessment. Schools will be notified of the options at least two years before the external assessment is implemented.



Assessment

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

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

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



Business General senior subject



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, technologyfocused 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 post-maturity 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.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
 Business creation Fundamentals of business Creation of business ideas 	Business growthEstablishment of a businessEntering markets	Business diversification • Competitive markets • Strategic development	 Business evolution Repositioning a business Transformation of a business

Assessment

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

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

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



Economics General senior subject



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, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

Economic literacy is essential for understanding current issues to make informed judgments and participate effectively in society. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. Economic models and analytical tools are used to investigate and evaluate outcomes to make decisions. In the process, students appreciate ideas, viewpoints and values underlying economic issues.

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 real-world 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.

Curiosity is essential when studying Economics — how can we best use and allocate resources and production, and what are the consequences of trade-offs? Accordingly, learning is centred on an inquiry approach that facilitates reflection and metacognitive awareness. Intellectual rigour is sharpened by the appraisal of a variety of often-contradictory data and information, which tests the role of assumptions in economic models, ideas and perspectives.

In the 21st century, the study of economics develops the transferable skills of critical thinking and questioning of assumptions. As students develop intellectual flexibility, digital literacy and economic thinking skills, they increase the tertiary pathways and opportunities in the workplace open to them.

Economics is based on possibility and optimism. It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connections with economic forces. The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable.

Economics is an excellent complement for students who want to solve real-world 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.

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
 Markets and models The basic economic problem Economic flows Market forces 	 Modified markets Markets and efficiency Case options of market measures and strategies 	 International economics International trade Global economic issues 	 Contemporary macroeconomics Macroeconomic objectives and theory Economic indicators and past budget stances Economic management

Assessment

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

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

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



Geography General senior subject



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

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in realworld applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

Spatial technologies are also core components of contemporary geography. These technologies provide a real-world experience of Science, Technology, Engineering and Maths (STEM), allowing students to interact with particular geographic phenomena through dynamic, three-dimensional representations that take the familiar form of maps. The skills of spatial visualisation, representation and analysis are highly valued in an increasingly digital and globalised world.

In Geography, students engage in a range of learning experiences that develop their

geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

Pathways

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



Objectives

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

- explain geographical processes
- comprehend geographic patterns

- analyse geographical data and information
- apply geographical understanding
- propose action
- communicate geographical understanding using appropriate forms of geographical communication.

Structure

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

Assessment

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

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

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



Legal Studies General senior subject



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. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

Pathways

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



Objectives

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

• comprehend legal concepts, principles and processes

Structure

- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning to suit the intended purpose.

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

Assessment

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

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

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



Modern History General senior subject

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 has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7-10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World - ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and

conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based 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.

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

- 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



Unit 1	Unit 2	Unit 3	Unit 4
Unit 1 Ideas in the Modern World Schools select two of the following topics to study in this unit: • Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) • Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins) • Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed) • American Revolution, 1763– 1783 (French and Indian Ware d	Unit 2 Movements in the Modern World Schools select two of the following topics to study in this unit: • Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) • Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law) • Workers' movement since the 1860s (Great Shoemakers Strike in New England begins) • Women's movement since 1893 (Momen's movement	Unit 3 National experiences in the Modern World Schools select two of the following topics to study in this unit: Australia since 1901 (Federation of Australia) United Kingdom since 1901 (Edwardian Era begins) France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end) New Zealand since 1841 (separate colony of New Zealand established) Germany since 1914 (World War I begins) United States of America, 1917–1945 (entry into World War	 Unit 4 International experiences in the Modern World Schools select one of the following topics to study in this unit: Australian engagement with Asia since 1945 (World War II in the Pacific ends) Search for collective peace and security since 1815 (Concert of Europe begins) Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed) Mass migrations since 1848 (California Gold Rush begins) Information Age since
 Kinetoscope developed) American Revolution, 1763– 1783 (French and Indian War ends – Treaty of Paris signed) French Revolution, 1789–1799 (Estates General meets – New Consulate established) Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins) Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies) Boxer Rebellion and its aftermath, 1900– 1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty) Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends) 	 (Great Shoemakers Strike in New England begins) Women's movement since 1893 (Women's suffrage in New Zealand becomes law) May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins) Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared) Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces) Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start 	 Jealand established) Germany since 1914 (World War I begins) United States of America, 1917–1945 (entry into World War I – World War II ends) Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends) Japan since 1931 (invasion of Manchuria begins) China since 1931 (invasion of Manchuria begins) China since 1931 (invasion of Manchuria begins) Indonesia since 1942 (Japanese occupation begins) India since 1947 (Indian Independence Act of 1947 becomes law) Israel since 1917 (announcement of the Balfour Declaration) South Korea since 1948 (Republic of Korea begins). 	 signed) Mass migrations since 1848 (California Gold Rush begins) Information Age since 1936 (On Computable Numbers published) Genocides and ethnic cleansings since the 1930s (Holocaust begins) Nuclear Age since 1945 (first atomic bomb detonated) Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo- Ukrainian War begins) Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins) Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place) Space exploration since the 1950s (publication of articles focused on space travel) Rights and recognition of First Peoples since
and its aftermath, 1911–1916 (Wuchang Uprising	 apartheid laws end) African-American civil rights movement 		Working Group on Indigenous Populations



(Wuchang Uprising

civil rights movement since 1954 (judgment

established)

Unit 1	Unit 2	Unit 3	Unit 4
 begins – death of Yuan Shikai) Iranian Revolution and its aftermath, 1977–1980s (anti- Shah demonstrations take place – Iran becomes an Islamic Republic) Arab Spring since 2010 (Tunisian Revolution begins) Alternative topic for Unit 1. 	 in Brown v. Board of Education delivered) Environmental movement since the 1960s (Silent Spring published) LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin) Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Unrising 		 Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place). Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is
	begins)Alternative topic for Unit 2.		implemented.

Assessment

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

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

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



Philosophy & Reason

General senior subject



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 world-views and to reflect upon the nature of their own decisions as well as their responses to the views of others.

Through the study of 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.

Students analyse arguments from a variety of sources and contexts as they develop an understanding of what constitutes effective reasoning. They formalise arguments and choose appropriate techniques of reasoning to attempt to solve problems. The collaborative nature of philosophical inquiry is an essential component for students to understand and develop norms of effective thinking and to value and seek a range of ideas beyond their own. 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 world-views 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

- 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.



Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reasonFundamentals of reason	Reason in philosophyPhilosophy of religionPhilosophy of sciencePhilosophy of mind	 Moral philosophy and schools of thought Moral philosophy Philosophical schools of thought 	Social and political philosophy • Rights • Political philosophy

Assessment

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

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

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



Biology General senior subject



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.

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, evidence-based 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

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



Unit 1	Unit 2	Unit 3	Unit 4
 Cells and multicellular organisms Cells as the basis of life Exchange of nutrients and wastes Cellular energy, gas exchange and plant physiology 	 Maintaining the internal environment Homeostasis — thermoregulation and osmoregulation Infectious disease and epidemiology 	 Biodiversity and the interconnectedness of life Describing biodiversity and populations Functioning ecosystems and succession 	 Heredity and continuity of life Genetics and heredity Continuity of life on Earth

Assessment

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative ext • Examinatio	ernal as: n — con	sessment (EA): 50% nbination response	



Chemistry General senior subject

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 ever-changing 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

General

- 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

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



Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change	 Molecular interactions and reactions Intermolecular forces and gases Aqueous solutions and acidity Rates of chemical reactions 	 Equilibrium, acids and redox reactions Chemical equilibrium systems Oxidation and reduction 	 Structure, synthesis and design Properties and structure of organic materials Chemical synthesis and design

Assessment

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative ex • Examination	tternal as	ssessment (EA): 50% mbination response	



Physics General senior subject



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 evidence-based 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

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



Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics	Linear motion and waves	Gravity and electromagnetism	Revolutions in modern physics
 Heating processes Ionising radiation and nuclear reactions Electrical circuits 	 Linear motion and force Waves	Gravity and motionElectromagnetism	Special relativityQuantum theoryThe Standard Model

Assessment

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative ex • Examination	tternal as on — co	ssessment (EA): 50% mbination response	



Psychology General senior subject

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.

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

General

 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

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



Unit 1	Unit 2	Unit 3	Unit 4
 Individual development The role of the brain Cognitive development Consciousness, attention and sleep 	 Individual behaviour Intelligence Diagnosis Psychological disorders and treatments Emotion and motivation 	 Individual thinking Brain function Sensation and perception Memory Learning 	The influence of others • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative ext • Examinatio	ernal as n — con	sessment (EA): 50% nbination response	


Design General senior subject

Design focuses on the application of design thinking to envisage creative products, services and environments in response to The Design subject focuses on the application of design thinking to envisage creative products, services and environments. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking approaches that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit innovative ideas.

In Unit 1, students will learn about and experience designing in the context of stakeholder-centred design. They will be introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they respond to the needs and wants of a particular person. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will explore design opportunities and design to improve economic, social and ecological sustainability.

The teaching and learning approach uses a design process grounded in the problembased learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. Students communicate design proposals to suit different audiences.

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will 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. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

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



Objectives

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using visual representation skills
- analyse needs, wants and opportunities using data

- devise ideas in response to design problems
- evaluate ideas to make refinements
- propose design concepts in response to design problems
- make decisions about and use modeappropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design	Commercial design	Human-centred	Sustainable design
	influences	design	influences
Designing for others	 Responding to needs	 Designing with	 Responding to
	and wants	empathy	opportunities

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Design challenge	20%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	30%	Summative external assessment (EA): • Examination — extended response	25%



Digital Solutions General senior subject



In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to generate 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, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

Learning in Digital Solutions provides students with opportunities to develop, generate and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions with users and within systems; and affect people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

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.



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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.

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

Structure

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Technical proposal	25%	Summative internal assessment 3 (IA3): • Digital solution	25%
Summative internal assessment 2 (IA2): • Digital solution	25%	Summative external assessment (EA): • Examination — combination response	25%



Engineering General senior subject

employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation,

General

Objectives

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

surveying and spatial sciences.

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

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

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. 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. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

Pathways

A course of study in Engineering can establish a basis for further education and



Unit 1	Unit 2	Unit 3	Unit 4
 Engineering fundamentals Engineering in society Engineering communication Introduction to engineering mechanics Introduction to engineering materials 	 Emerging technologies Emerging needs in society Emerging processes, machinery and automation Emerging materials 	 Civil structures Civil structures in society Civil structures and forces Civil engineering materials 	 Machines and mechanisms Machines in society Machines, mechanisms and control Materials

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Engineered solution	25%	Summative internal assessment 3 (IA3): • Engineered solution	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%



Food & Nutrition General senior subject



Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system. Students will actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Food & Nutrition is a developmental course of study. In Unit 1, students develop an understanding of the chemical and functional properties of vitamins, minerals and proteinbased food, as well as sensory profiling, food safety, spoilage and preservation. In Unit 2, students explore consumer food drivers, sensory profiling, labelling and food safety, and the development of food formulations. In Unit 3, students develop knowledge about the chemical, functional and sensory properties of carbohydrate- and fat-based food, and food safety, food preservation techniques and spoilage. In Unit 4, students focus on the investigation of problems for nutrition consumer markets and develop solutions for these while improving safety, nutrition, transparency and accessibility, as well as considering the wider impacts and implications of solutions.

Using a problem-solving process in Food and Nutrition, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students learn to explore complex, open-ended problems and develop food and nutrition solutions. They recognise and describe problems, determine solution success criteria, develop and communicate ideas and generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their food and nutrition solutions. The problem-based learning framework in Food and Nutrition encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Food & Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition. Students will become enterprising individuals and make discerning decisions about the safe development and use of technologies in the local and global fields of food and nutrition.

In Food & Nutrition, students learn transferable 21st century skills that support their 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. These skills enable students to innovate and collaborate with people in the fields of science, technology, engineering and health to create solutions to contemporary problems in food and nutrition.

Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.



Objectives

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria

- synthesise information and data
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use modeappropriate features, language and conventions for particular purposes and contexts.

Unit 1	Unit 2	Unit 3	Unit 4
 Food science of vitamins, minerals and protein Introduction to the food system Vitamins and minerals Protein 	 Food drivers and emerging trends Consumer food drivers Sensory profiling Food safety and labelling Food formulation for consumers 	Food science of carbohydrate and fat • Carbohydrate • Fat	 Food solution development for nutrition consumer markets Formulation and reformulation for nutrition consumer markets Nutrition consumer markets

Structure

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).



Applied Subjects

Engli	sh	Huma	nities/Business
	Essential English		Business Studies
			Social & Community Studies
Math	S		-
	Essential Mathematics	Scien	ce
			Aquatic Practices
Arts a	& Languages		-
	Drama in Practice	Techn	ologies
	Music in Practice		Building & Construction Skills
	Visual Arts in Practice		Furnishing Skills
	•		Hospitality Practices
Heath	h & Physical Education		Industrial Technology Skills
	Early Childhood Studies		Information & Communication Technology
	Sport and Recreation		



Essential English

Applied senior subject

The subject 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. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences 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
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and nonliterary texts, including digital texts.

Pathways

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

Applied

Objectives

- use patterns and conventions of genres to suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- 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 language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.



Unit 1	Unit 2	Unit 3	Unit 4
Language that worksResponding to textsCreating texts	Texts and human experiencesResponding to textsCreating texts	 Language that influences Creating and shaping perspectives on community, local and global issues in texts Responding to texts that seek to influence audiences 	 Representations and popular culture texts Responding to popular culture texts Creating representations of Australian identifies, places, events and concepts

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1):	Summative internal assessment 3 (IA3):
• Spoken response	• Multimodal response
Summative internal assessment 2 (IA2):	Summative internal assessment (IA4):
• Common internal assessment (CIA)	• Written response



Essential Mathematics

Applied senior subject

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility ---ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas

between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P-10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problemsolving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.



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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.

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs	Data and travel Fundamental topic: 	Measurement, scales and chance	Graphs, data and loans
 Fundamental topic: Calculations Number Representing data Managing money 	Calculations • Data collection • Graphs • Time and motion	 Fundamental topic: Calculations Measurement Scales, plans and models Probability and relative frequencies 	 Fundamental topic: Calculations Bivariate graphs Summarising and comparing data Loans and compound interest

Structure

Assessment

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

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

Summative assessments

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



Drama in Practice Applied senior subject



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

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists.

As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts.

Pathways

Drama in Practice students identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience. Learning is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

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

Objectives

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



Drama in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

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

Assessment

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

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a purpose and context relevant to the unit.	 Devised scene Up to 4 minutes (rehearsed) Planning and evaluation of devised scene 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 Spoken: up to 4 minutes, or signed equivalent
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script relevant to the unit.	 Director's brief Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Planning and evaluation of the director's brief 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 Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform an excerpt of a published script or a devised scene connected to the directorial or devising project.	Performance Performance (live or recorded): up to 4 minutes



Music in Practice Applied senior subject



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

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 problem-solving 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 problem-solving 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 real-world 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 self-esteem, and contribute to the social and cultural lives of their school and local community.

Pathways

The discipline and commitment required in music-making 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 projectbased 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

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



Music in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title	
Unit option A	Music of today	
Unit option B	The cutting edge	
Unit option C	Building your brand	
Unit option D	'Live' on stage!	

Assessment

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

Technique	Description	Response requirements
Composition	Students make a composition that is relevant to the purpose and context of the unit.	Composition Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	Performance Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	Composition Composition: up to 3 minutes, or equivalent section of a larger work OR
		Performance Performance (live or recorded): up to 4 minutes
		AND
		Planning and evaluation of composition or performance 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
		Spoken: up to 4 minutes, or signed equivalent



Visual Arts in Practice



Applied senior subject

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

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making 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 art-making modes, selecting from 2D, 3D, digital (static) and time-based 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 decision-making 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 project-based 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

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



Visual Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title	
Unit option A	Looking inwards (self)	
Unit option B	Looking outwards (others)	
Unit option C	Clients	
Unit option D	Transform & extend	

Assessment

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

Technique	Description	Response requirements
Project	Students make 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 time-based OR Prototype artwork 2D, 3D, digital (static) and/or time-based 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 time-based OR Folio of stylistic experiments Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based 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
		 Spoken: up to 4 minutes, or signed equivalent
Pacalyad	Studente make a received	Popolyod artwork
artwork	artwork that communicates purpose and context relating to the focus of the unit.	 • 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s



Early Childhood Studies

Applied senior subject



The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. The early years can have a significant influence on an individual's accomplishments in family, school and community life. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, 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.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities

responsive to the needs of children as well as exploring contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

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

- investigate the fundamentals and practices of early childhood learning
- plan learning activities
- implement learning activities
- evaluate learning activities.



Early Childhood Studies is a four-unit course of study. This syllabus contains six QCAAdeveloped units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Play and creativity
Unit option B	Literacy and numerary
Unit option C	Children's development
Unit option D	Children's wellbeing
Unit option E	Indoor and outdoor environments
Unit option F	The early education and care sector

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Early Childhood Studies are:

Technique	Description	Response requirements
Investigation	Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.	Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity.	 Play-based learning activity Implementation of activity: up to 5 minutes Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media



Sport & Recreation Applied senior subject

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 sports, lifelong physical activities, and

rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

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Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

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

- 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.



Sport & Recreation is a four-unit course of study. This syllabus contains 12 QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title	
Unit option A	Aquatic recreation	
Unit option B	Athlete development and wellbeing	
Unit option C	Challenge in the outdoors	
Unit option D	Coaching and officiating	
Unit option E	Community recreation	
Unit option F	Emerging trends in sport, fitness and recreation	
Unit option G	Event management	
Unit option H	Fitness for sport and recreation	
Unit option I	Marketing and communication in sport and recreation	
Unit option J	Optimising performance	
Unit option K	Outdoor leadership	
Unit option L	Sustainable outdoor recreation	

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Sport & Recreation are:

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	 Performance Performance: up to 4 minutes Planning and evaluation One of the following: Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media Spoken: up to 3 minutes, or signed equivalent Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	 Investigation and session plan One of the following: Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media Spoken: up to 3 minutes, or signed equivalent Written: up to 500 words
		Performance Performance: up to 4 minutes
		Evaluation One of the following:
		 Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
		Spoken: up to 3 minutes, or signed equivalentWritten: up to 500 words



Business Studies

Applied senior subject

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.

In a course of study, students develop their business knowledge and understanding through applying business practices in business contexts, such as retail, health services, entertainment, tourism, travel and mining. Schools may offer a range of situations and experiences to engage in authentic learning experiences through connections within the school, local community or organisations, businesses and professionals outside of the school. These situations and experiences provide students with opportunities to develop skills important Applied

in the workplace to successfully participate in future employment.

Students develop effective decision-making 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 end of the course of study, students should:

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



Business Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title	
Unit option A	Working in administration	
Unit option B	Working in finance	
Unit option C	Working with customers	
Unit option D	Working in marketing	
Unit option E	Working in events	
Unit option F	Entrepreneurship	

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Business 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
Project	Students develop a business solution for a scenario about the unit context.	 Action plan 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 words



Social & Community Studies

Applied senior subject

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

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, 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.

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

Applied

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

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



Social & Community Studies is a four-unit course of study. This syllabus contains six QCAAdeveloped units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Lifestyle and financial choices
Unit option B	Healthy choices for mind and body
Unit option C	Relationships and work environments
Unit option D	Legal and digital citizenship
Unit option E	Australia and its place in the world
Unit option F	Arts and identity

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Social & 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, 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 words
Extended response	Students respond to stimulus related to 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



Aquatic Practices Applied senior subject



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, 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 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.

Objectives

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

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

Structure

Aquatic Practices is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.



Unit option	Unit title
Unit option A	Aquatic ecosystems
Unit option B	Coastlines and navigation
Unit option C	Recreational and commercial fishing
Unit option D	Aquariums and aquaculture
Unit option E	Using the aquatic environment
Unit option F	Marine vessels

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, or equivalent digital media Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	Completed projectOne of the following:Product: 1Performance: 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



Building & Constructions Skills

Applied senior subject

The completion of the Certificate I in Construction is mandatory. See VET information below for more information.

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian building and construction industries to construct structures. The building and construction industry transforms raw materials into structures wanted by society. This adds value for both enterprises and consumers. Australia has strong building and construction industries that continue to provide employment opportunities.

Building & Construction Skills includes the study of the building and construction industry's practices and production processes through students' application in, and through, trade learning contexts. Industry practices are used by building and construction enterprises to manage the construction of structures from raw materials. Production processes combine the production skills and procedures required to construct structures. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of highquality structures at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and civil construction industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes and organise, calculate, plan, evaluate and adapt production processes and the structures they construct. The majority of learning is done through construction tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

Objectives

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and structures
- adapt plans, skills and procedures.





Building & Construction Skills is a four-unit course of study. This syllabus contains six QCAAdeveloped units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Site preparation and foundations
Unit option B	Framing and cladding
Unit option C	Fixing and finishing
Unit option D	Construction in the domestic building industry
Unit option E	Construction in the commercial building industry
Unit option F	Construction in the civil construction industry

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Building & Construction Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration for a unit context artefact and reflect on industry practices, and production skills and procedures.	 Practical demonstration Practical demonstration: the skills and procedures used in 3–5 production processes Documentation Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students construct a unit context structure and document the construction process.	Structure Structure: 1 unit-specific structure constructed using the skills and procedures in 5–7 production processes Construction process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

For students undertaking the embedded Certificate I in Construction competencies are awarded through both the assessment of Units 1, 2, 3 and 4 and incursions that occur regularly throughout the course.



Furnishing Skills Applied senior subject

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

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

Objectives

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures.
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and procedures.



Applied

Furnishing Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Furniture-making
Unit option B	Cabinet-making
Unit option C	Interior furnishing
Unit option D	Production in the domestic furniture industry
Unit option E	Production in the commercial furniture industry
Unit option F	Production in the bespoke furniture industry

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Furnishing Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	 Practical demonstration Practical demonstration: the skills and procedures used in 3–5 production processes Documentation Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process.	 Product Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes Manufacturing process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media



Hospitality Practices Applied senior subject



Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to 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 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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.



Hospitality Practices is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Culinary trends
Unit option B	Bar and barista basics
Unit option C	In-house dining
Unit option D	Casual dining
Unit option E	Formal dining
Unit option F	Guest services

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	 Practical demonstration Practical demonstration: menu item Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	 Practical demonstration Practical demonstration: delivery of event Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Investigation	Students investigate and evaluate practices, skills and processes.	 Investigation and evaluation 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 Written: up to 1000 words


Industrial Technology Skills

Applied senior subject

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to a variety of industries. Students learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand/power tools, machinery and equipment, communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other 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 aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Objectives

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt plans, skills and procedures

Additional Costs/Requirements

\$50.00 subject levy for Year 10 Semester 2.\$100.00 subject levy per year for Years 11/12 to be paid at the commencement of Year11. Subject levies may vary from year to year

Please Note: Due to Workplace Health and Safety regulations the wearing of approved personal protective equipment is required to gain workshop access (e.g. approved enclosed footwear, safety glasses, etc.)



Structure

The Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

Core topics	Industry area	Elective topics
Industry	Aero-skills	Aero-skills mechanical or Aero-skills structures
 Production processes 	Automotive	Automotive mechanical, Automotive body repair, or Automotive electrical
	Building and construction	Bricklaying, Carpentry, Concreting, Landscaping, Plastering and painting or Tiling
	Engineering	Sheet metal working, Welding and fabrication or Fitting and machining
	Furnishing	Cabinet-making, Furniture finishing, Furniture-making, Glazing and framing or Upholstery
	Industrial graphics	Engineering drafting, Building and construction drafting or Furnishing drafting
	Plastics	Thermoplastics fabrication or Thermosetting fabrication

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	Examination
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 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 - 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.	 60–90 minutes 50–250 words per item



Information & Communication Technology

Applied senior subject

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, is it important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure highquality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Information & 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 should:

- demonstrate practices, skills and processes
- interpret client briefs and technical information
- select practices and processes
- sequence processes
- evaluate processes and products
- adapt processes and products.



Structure

Information & Communication Technology is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Robotics
Unit option B	App development
Unit option C	Audio and video production
Unit option D	Layout and publishing
Unit option E	Digital imaging and modelling
Unit option F	Web development

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Information & Communication Technology are:

Technique	Description	Response requirements
Product proposal	Students produce a prototype for a product proposal in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students produce a product prototype in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the product prototype



Short Courses & VET Qualifications

English	Humanities
Literacy Short Course	Certificate II Tourism
Mathematics	School Community and Culture
Numeracy Short Course	Certificate II Skills for Work & Vocational Pathways
Creative Industries - The Arts	Technologies
Certificate II Creative Indus	Stries Certificate III Aviation – Remote Pilot
Certificate III in Screen and	d Media

Health and Physical Education

Certificate III in Sport and Recreation



Short Courses

Literacy Short course

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

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

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

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

Pathways

A course of study in Literacy may establish a basis for further education and employment

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

Objectives

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

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Structure and assessment

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

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







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

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

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

Pathways

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

Objectives

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

- select and interpret mathematical information
- select from and use a variety of developing mathematical and problemsolving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Structure and assessment

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

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



Qualifications offered by Victoria Point State High School (RTO #30587)

Qualification	Maximum QCE Credits
BSB20120 – Certificate II in Workplace	1
Skills	T
CUS20220 – Certificate II in Creative	1
Industries	т
CUA31015 – Certificate III in Screen and	8
Media	0
FSK20119 – Certificate II in Skills for Work	1
and Vocational Pathways	+
SIT20116 – Certificate II in Tourism	Δ
	+



CUA20220 – Certificate II in Creative Industries

Certificate II Qualification (Maximum of 4 QCE Credits)



Qualification description

This qualification reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a defined range of contexts. It applies to work in different work environments that include entertainment customer service, staging, television and radio production, broadcasting production, lighting and sound, theatre, scenery and set construction, screen and media, and film production. Individuals complete tasks with limited complexity and with required actions clearly defined.

The job roles that relate to this qualification may include Venue Attendant, Usher, Production Assistant (Film and Television), Junior Production Crew, Trainee Production Crew, Radio Production Assistant, Program Seller, Merchandise Seller, Stagehand, Runner, Dresser, Crewing Employee, Sound Assistant, Bump in/Bump out Loader, Wardrobe Assistant.

Entry requirements

Nil

Duration and location

This is a one-year course delivered in either Years 10 or Year 12 on site at Victoria Point State High School.

RTO Obligation

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

Students who are deemed competent in all 10 units of competency will be awarded a Qualification and a record of results.

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

Delivery modes

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

- Face to face instruction
- Work-based learning
- Guided learning
- On-line training.

Fees

\$150.00 subject levy for entire course (single upfront payment). Levy covers Industry workshops; travel costs (usually train) associated with excursions to tertiary institutions and/or industry studios.

Students are to have own external HD 500 GB with USB connection, 32GB SDHC memory card.

Assessment

Assessment can be completed in a simulated business environment or on location with industry (real world environment).

Assessment techniques include

- Observation
- Written and practical projects

Work Placement

Not a requirement of this qualification.

Pathways

This qualification may articulate in to:

- CUA31015 Certificate III in Screen and Media
- Successful completion of this course will qualify students to work in a variety of roles as either camera and editing assistant, animator, illustrator, sound and vision mixer, media professional, photographer or designer.



ueensland Curriculum

To obtain a CUS20220 – Certificate II in Creative Industries, 10 units of competency must be achieved.

Unit Code	Title	Unit Code	Title
BSBWOR203	Work effectively with others	CUAPOS201	Perform basic vision and sound editing
CUAWHS302	Apply work health and safety practices	CUACAM201	Assist with a basic camera shoot
CUAIND201	Develop and apply creative arts industry knowledge	BSBCRT301	Develop and extend critical and creative thinking skills
BSBDES201	Follow a design process	ICTICT215	Operate digital media technology packages
BSBCRT101	Apply critical thinking techniques	CUAVSS201	Develop basic vision system skills



CUA31015 – Certificate III in Screen and Media



Certificate III Qualification (Maximum of 8 QCE Credits)

Qualification description Fees This qualification reflects the role of a skilled \$200.00 subject levy for entire course (single upfront payment). Levy covers Industry operator in digital video, radio and online workshops; travel costs (usually train) content creation, or a skilled assistant in the associated with excursions to various tertiary film and television production services who and industry facilities which can include key applies a broad range of competencies in a media events, JMC, Brisbane TAFE and the varied work context, using some discretion New York Film Academy. and judgement and relevant theoretical Students are to have own external HD 500 GB knowledge. with USB connection, 32GB SDHC memory card. Subject levies may vary for next year. **Entry requirements** Nil Assessment **Duration and location** Assessment can be completed in a This is a two-vear course delivered from simulated business environment or on Year 11 on site at Victoria Point State High location with industry (real world School. environment). **RTO Obligation** Assessment techniques include Observation The RTO guarantees that the student will be provided with every opportunity to Written and practical projects complete the qualification. We do not Work Placement guarantee employment upon completion of this qualification. Not a requirement of this qualification. Students who are deemed competent in all **Pathways** 11 units of competency will be awarded a Qualification and a record of results. This gualification may articulate in to: Successful completion of this course Students who achieve at least one unit of will qualify students to work in a variety competency (but not the full qualification) of roles as either camera and editing will receive a Statement of Attainment. assistant, animator, illustrator, sound and vision mixer, media professional, photographer or designer. **Delivery modes** A range of delivery modes will be used during the teaching and learning of this qualification. These include: Face to face instruction Work-based learning • Guided learning On-line training.



To obtain a CUA31015 – Certificate III in Screen and Media, 11 units of competency must be achieved.

Students must c	complete the l	below 10 Units		
Unit Code	Title		Unit Code	Title
CUAIND301	Work effect creative art	tively in the is industry	CUAPOS201	Perform basic vision and sound editing
BSBWHS201	Contribute safety of se	to health and elf and others	CUACAM201	Assist with a basic camera shoot
BSBCRT301	Develop ac and creativ	l extend critical e thinking skills	ICTICT308	Use advanced features of computer applications
BSBDES201	Follow a de	esign process	BSBCUS201	Deliver a service to customers
BSBCRT101	Apply critic techniques	al thinking	BSBINN301	Promote innovation in a team environment
Students must ti	hen choose C	DNE of the following	g:	
Students can i	major in:	Competency El	ectives:	
Photography & Imaging	Photo	CUADIG303	Produce and pr	repare photo images
Graphic Design Illustration	& Digital	CUADIG304	Create visual d	esign components
2D Animation 8 Effects	. Visual	CUAANM301	Create 2D digit	al animations
Producing & Te Production	levision	CUABRD302	Provide produc productions	tion support for television
Rigging & Prod Installation for	uction Felevision	CUACAM302	Rig Camera Inf	rastructure
Film Making & Cinematograph	У	CUACAM301	Shoot material	for screen productions



FSK20119 – Certificate II in Skills for Work and Vocational Pathways



Certificate II Qualification (Maximum of 4 QCE Credits)

Qualification description

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles.

This qualification also reflects the role of individuals who have not yet entered the workforce, and are developing the necessary skills in preparation for work.

These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require selfmanagement and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

Entry requirements

Nil

Duration and location

This is a one-year course delivered in either Years 11 or Year 12 on site at Victoria Point State High School.

RTO Obligation

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

Students who are deemed competent in all 10 units of competency will be awarded a Qualification and a record of results.

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

Delivery modes

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

- Face to face instruction
- Work-based learning
- Guided learning
- On-line training.

Fees

There are no additional costs involved in this course.

Assessment

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

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

Assessment techniques include:

- Observation
- Questioning
- Written and practical tests

Work Placement

Not a requirement of this qualification.

Pathways

This qualification may articulate in to:

- BSB30120 Certificate III in Business
- Work within a variety of entry-level Business Services job roles



To obtain a FSK20119 – Certificate II in Skills for Work and Vocational Pathways, 14 units of competency must be achieved.

Unit Code	Title	Unit Code	Title
FSKLRG010	Use routine strategies for career planning	FSKWTG009	Write routine workplace texts
FSKLRG011	Use routine strategies for work-related learning	FSKLRG009	Use strategies to respond to routine workplace problems
AUMAFA001	Apply for jobs and undertake job interviews	FSKOCM007	Interact effectively with others at work
FSKLRG015	Manage own work-related learning	FSKOCM004	Use oral communication skills to participate in workplace meetings
BSBPEF101	Plan and prepare for work readiness	BSBTWK201	Work effectively with others
FSKDIG002	Use digital technology for routine and simple workplace tasks	SIRXWHS002	Contribute to workplace health and safety
FSKRDG010	Read and respond to routine workplace information	FSKRDG009	Read and respond to routine standard operating procedures
FSKLRG010	Use routine strategies for career planning	FSKWTG009	Write routine workplace texts



SIT20116 – Certificate II in Tourism

Qualification description



Certificate II Qualification (Maximum of 4 QCE Credits)

Delivery modes

This qualification reflects the role of A range of delivery modes will be used during the teaching and learning of this individuals who have a defined and limited range of tourism operational skills and basic qualification. These include: industry knowledge. They are involved in Face to face instruction mainly routine and repetitive tasks and work under direct supervision. Work-based learning • • Guided learning This gualification provides a pathway to work in many tourism and travel industry On-line training. • sectors and for a diverse range of Fees employers including travel agencies, tour wholesalers, tour operators, attractions, There are no fees for enrolling in this cultural and heritage sites, and any small course, though it is expected that students will go on the compulsory excursions tourism business. approximately \$100 per year. Work could be undertaken in an office Assessment environment where the planning of tourism Assessment is competency based and and travel products and services takes completed in a simulated business place, in the field where products are environment. delivered, or a combination of both. Units of competency are clustered and Possible job titles include: assessed in this way to replicate what occurs in a business office as closely as documentation clerk for a tour • possible. wholesaler or travel agency Assessment techniques include: museum attendant • office assistant for a tour operator Reports receptionist and office assistant for a Multi-modal presentations • professional conference organiser or event management business Paragraph and essay writing receptionist and office assistant in a • travel agency retail sales assistant in an attraction Work Placement ride attendant in an attraction. Not a requirement of this qualification, but is highly recommended. **Entry requirements** Nil **Pathways Duration and location** This qualification may articulate in to: This is a two-year course delivered in Years 11 and Year 12 on site at Victoria Point BSB30120 – Certificate III in Business State High School. Please note that the Work within a variety of entry-level commencement of this qualification begins Business Services job roles in Grade 10.



RTO Obligation
The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.
Students who are deemed competent in all 11 units of competency will be awarded a Qualification and a record of results.
Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

To obtain a SIT20116 – Certificate II in Tourism, 11 units of competency must be achieved.

Unit Code	Title	Unit Code	Title
SITTIND001	Source and use information on the tourism and travel industry	SITTTSL001	Operate online information systems
SITXCCS003	Interact with customers	SIRXPDK001	Advise on products and services
SITXWHS001	Participate in safe work practices	SITTTSL002	Access and interpret product information
SITXCOM002	Show social and cultural sensitivity	SITTTSL004	Provide advice on Australian destinations
SITXCCS002	Provide visitor information	SIRXSLS001	Sell to the retail customer
SITXCCS006	Provide service to customers		



BSB20120 – Certificate II in Workplace Skills

Certificate II Qualification (maximum of 4 QCE Credits)



Qualification description

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles.

This qualification also reflects the role of individuals who have not yet entered the workforce, and are developing the necessary skills in preparation for work.

These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require selfmanagement and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

Entry requirements

Nil

Duration and location

This is a one-year course delivered in either Years 11 or Year 12 on site at Victoria Point State High School.

RTO Obligation

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

Students who are deemed competent in all 10 units of competency will be awarded a Qualification and a record of results.

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

Delivery modes

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

- Face to face instruction
- Work-based learning
- Guided learning
- On-line training.

Fees

There are no additional costs involved in this course.

Assessment

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

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

Assessment techniques include:

- Observation
- Questioning
- Written and practical tests

Work Placement

Not a requirement of this qualification.

Pathways

This qualification may articulate in to:

- BSB30120 Certificate III in Business
- Work within a variety of entry-level Business Services job roles



To obtain a BSB20120 – Certificate II in Workplace Skills, 10 units of competency must be achieved.

Unit Code	Title	Unit Code	Title
BSBCMM211	Apply communication skills	BSBSUS211	Participate in sustainable work practices
BSBTEC202	Use digital technologies to communicate in a work environment	BSBPEF202	Plan and apply time management
BSBOPS201	Work effectively in business environments	BSBTEC203	Research using the internet
BSBOPS202	Engage with customers	BSBWHS211	Contribute to the health and safety of self and others
BSBTEC101	Operate digital devices	BSBPEF201	Support personal wellbeing in the workplace



Qualifications offered by external providers

Qualification	Delivered by	Maximum QCE Credits
AVI30316 – Certificate III in Aviation (Visual Line of Sight)	Aviation Australia (RTO #30770)	8
BSB30120 – Certificate III in Business	Binnacle Training (RTO#31319)	8
SIS30115 – Certificate III in Sport and Recreation	Binnacle Training (RTO#31319)	8
CPC10120 – Certificate I in Construction	Axiom College (RTO #40489)	3
SIT2020322 – Certificate II in Hospitality	TAFE Queensland (RTO #0275)	4
ICT30120 – Certificate III in Information Technology	IVET (RTO #40548)	8



AVI30316 – Certificate III in Aviation (Remote Pilot – Visual Line of Sight)



Certificate III Qualification (Maximum of 8 QCE Credits)

Qualification description

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.

Remote pilot duties include applying technical and non-technical aviation skills and knowledge within RPAS operational environments.

This qualification forms some of the requirements for certification by the Civil Aviation Safety Authority (CASA) as described in Civil Aviation Safety Regulation (CASR) Part 101 Division 101.F.3— Certification of UAV controllers.

Civil and military personnel seeking certification as remote pilots should check requirements with CASA.

Use for Defence Aviation is to be in accordance with relevant Defence Orders, Instructions, Publications and Regulations.

The Certificate III in Aviation allows students to graduate the fully-funded course with:

- A Certificate III in Aviation (Remote Pilot);
- A CASA Aviation Reference Number (the same number stays with each student for their entire career as a pilot)
- A CASA Remote Pilot License (RePL) allowing them to fly multi-copters up to 7kg in weight for commercial operators anywhere in Australia. From there we offer additional training for aircraft up to 25kg and are the only organisation in Australia able to issue a night operations rating.

Duration and location

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

RTO Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 14 units of competency will be awarded a Qualification and a record of results by Aviation Australia (RTO #30770).

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

Delivery modes

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

- Face to face instruction
- Work-based learning
- Guided learning
- On-line training.

Fees

- Students eligible for VETis funding: Nil Training costs
- Students ineligible for VETis funding: \$3,000 training costs

\$500.00 license costs for issue of CASA AROC and CASA RePL licences however subject levies may vary for next year.

Due to Workplace Health and Safety regulations the wearing of approved personal protective equipment is required when flying drones (e.g., approved enclosed footwear, safety glasses, etc.)



• A CASA Aeronautical Operators Certificate (AROC) which is necessary to communicate with other pilots and Air Traffic Control on Australian air radio frequencies.	Assessment Assignments are based on real-world operations with Queensland Police, Fire and Rescue and field trips are arranged to major industry players in the region including Boeing/Insitu Pacific.	
Theory subjects cover meteorology, air law, aerodynamics, aircraft systems, navigation, flight planning, and human factors- the same seven aviation subjects that manned- aircraft pilots learn in ground school.	Work Placement Not a requirement of this qualification. Pathways	
Entry requirements Students must have achieved at least a sound level (C) of achievement for English in their most recent report card and an average effort mark of a B across all subjects.	Students graduate the program equally well-prepared to walk straight into a job as remote pilot with the many surveying/GIS companies and government agencies now operating RPAS; or to further their studies to become a helicopter or aeroplane pilot.	

Course units

To obtain a AVI30316 – Certificate III in Aviation (Remote Pilot – Visual Line of Sight), 14 units of competency must be achieved.

Unit Code	Title	Unit Code	Title
AVIE000I	Operate aeronautical radio	AVIY3073	Control remote pilot aircraft systems on the ground
AVIF0013	Manage human factors in remote pilot aircraft systems operations	AVIY3074	Launch remote pilot aircraft systems
AVIF3023	Apply regulations and policies during remote pilot aircraft systems operations	AVIY3075	Control remote pilot aircraft systems in normal flight
AVIH3019	Navigate remote pilot aircraft systems	AVIY3076	Recover remote pilot aircraft systems
AVIK3002	Use info technology devices in an aviation workplace	AVIY3077	Manage remote pilot aircraft systems in abnormal flight situations
AVIW3037	Manage remote pilot aircraft systems pre- and post-flight actions	AVIY3078	Manage remote pilot aircraft systems energy source requirements
AVIW3038	Operate and manage remote pilot aircraft systems	AVIZ3052	Apply situational awareness in remote pilot aircraft systems operations



BSB30120 – Certificate III in Business

Certificate III Qualification (Maximum of 8 QCE Credits)



Qualification description This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance.	Delivery modes A range of delivery modes will be used during the teaching and learning of this qualification. These include: • Face to face instruction • Work-based learning • Guided learning
Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.	 On-line training. Fees Total course cost \$265 (progressive payments can be made). Assessment Students will have both theoretical and practical assessments throughout the course.
Entry requirements Students must have achieved at least a sound level (C) of achievement for English in their most recent report card and an average effort mark of a B across all subjects. Duration and location	Students are assessed through: • role play • case study • presentations • practical tasks/observations • written reports • group projects
This is a two-year course delivered in Years 11 and Year 12 on site at Victoria Point State High School.	Work Placement Not a requirement of this qualification.
RTO Obligation The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.	 Pathways 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 who are deemed competent in all 13 units of competency will be awarded a Qualification and a record of results by Binnacle Training (RTO #31319).	 Students examine business opportunities and participate in an Industry discovery An excellent work readiness program where students develop a
Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment issued by Binnacle Training (RTO	range of essential workplace skills.



#31319).

To obtain a BSB30120 – Certificate III in Business, 13 units of competency must be achieved.

Unit Code	Title	Unit Code	Title
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



SIS30115 – Certificate III in Sport and Recreation





Qualification description

This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. These individuals are competent in a range of activities and functions requiring autonomous work within a defined range of situations and environments.

They work in locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres.

Possible job titles include:

- recreation officer
- activity operation officer
- sport and recreation attendant
- community activities officer
- leisure services officer.

Entry requirements

Nil

Duration and location

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

RTO Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 15 units of competency will be awarded a Qualification and a record of results by **Binnacle Training (RTO #31319).**

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

Delivery modes

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

- Face to face instruction
- Work-based learning
- Guided learning
- On-line training.

Fees

\$500.00 External subject enrolment payment. \$100.00 Subject Levy per year.

Assessment

Questions/interviews, online questionnaires, checklists, practical involvement with clients and event management.

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks.
- Hands-on activities involving clients.
- Group work.
- Practical experience within the school and local community.

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

Note: This program involves a mandatory 'outside subject' weekly component of 90 minutes per week across a minimum of one term of study – delivering sport and recreation programs and services to a variety of clients, including adults.

Work Placement

Not a requirement of this qualification.



Pathways
 This program also includes the following: First Aid qualification and CPR certificate. A range of career pathway options including an alternative entry into university. Direct pathway into Certificate IV in Sport and Recreation

Course units - Core

To obtain a SIS30115 – Certificate III in Sport and Recreation, 9 units of the core competencies and 3 units from elsewhere in the SIS Training Package or accredited course must be achieved.

Unit Code	Title	Unit Code	Title
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control	SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions
BSBWOR301	Organise personal work priorities and development	SISXCAI004	Plan and conduct programs
HLTAID011	Provide first aid	SISXCCS001	Provide quality service
HLTWHS001	Participate in workplace health and safety	SISXEMR001	Respond to emergency situations
ICTWEB201	Use social media tools for collaboration and engagement		



CPC10120 – Certificate I in Construction



Certificate I Qualification (Maximum of 3 QCE Credits)

Qualification description

This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

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

Entry requirements

Nil

Duration and location

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

RTO Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 11 units of competency will be awarded a Qualification and a record of results by **Axiom College (RTO #40489).**

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

Delivery modes

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

- Face to face instruction
- Work-based learning
- Guided learning

Fees

There are no fees for enrolling in this course, though it is expected that students will wear the correct Personal Protective Equipment.

Assessment

Questions/interviews, online questionnaires, checklists, practical involvement with clients and event management.

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities
- Group work
- Practical experience within the school and local community

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

Work Placement

Not a requirement of this qualification, though exposure to a worksite is highly recommended.

Pathways

The skills achieved will assist in successfully undertaking a Certificate II prevocational program or job outcome qualification or will facilitate entry into an Australian Apprenticeship.



Course units				
To obtain a CPC10120 – Certificate I in Construction, 11 units of competency must be achieved.				
Title	Title	Title	Title	
CPCCCM1012A	Work effectively and sustainably in the construction industry	CPCCVE1011A	Undertake a basic construction project	
CPCCCM1013A	Plan and organise work	CPCCWHS1001	Prepare to work safely in the construction industry	
CPCCCM1014A	Conduct workplace communication	CPCCCM2004A	Handle construction materials	
CPCCCM2001A	Read and interpret plans and specifications	CPCCCM2006B	Apply basic levelling procedures	
CPCCCM2005B	Use construction tools and equipment	TLII1002	Apply customer service skills	
CPCCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry			



SIT20322 – Certificate II in Hospitality





Qualification description

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

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

Entry requirements

Nil

Duration and location

This is a three-semester course delivered in Years 11 and Year 12 on site at Victoria Point State High School.

RTO Obligation

The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a record of results by **TAFE Queensland (RTO #0275).**

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

Delivery modes

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

- Face to face instruction
- Work-based learning
- Guided learning
- On-line training

Fees

Eligible students will not have a fee.

Assessment

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Group work
- Practical experience within the school and local community

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

Work Placement

Not a requirement of this qualification.

Pathways

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



Course units					
To obtain a SIT	To obtain a SIT20322 – Certificate II in Hospitality, 12 units of competency must be achieved.				
Title	Title	Title	Title		
BSBTWK201	Work effectively with others	SITHIND006	Source and use information in the hospitality industry		
SITHIND007	Use hospitality skills effectively	SITXCCS011	Interact with customers		
SITXWHS005	Participate in safe work practices	SITXCOM007	Show social and cultural sensitivity		
SITXFSA005	Use hygienic practices for food safety (pre-requisite)	SITHECCC025	Prepare and present sandwiches		
SITHFAB021	Provide responsible service of alcohol	SITHFAB024	Prepare and serve non- alcoholic beverages		
SITHCCC024	Prepare and present simple dishes	SITXFSA006	Participate in safe food handling practices		



ICT30120 – Certificate III in Information Technology

Certificate III Qualification (Maximum of 8 QCE Credits)



Qualification description Delivery modes This qualification reflects the role of A range of delivery modes will be used individuals who are competent in a range of during the teaching and learning of this Information and Communications qualification. These include: Technology (ICT) roles, including animation, Face to face instruction • basic cloud computing, basic cyber • Work-based learning awareness, digital media skills, generalist IT Guided learning support services, networking, programming, On-line training • systems and web development. Individuals who work in these fields apply Fees broad sets of skills, including foundational Grade 11 = \$345 Grade 12 = \$260 knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, Assessment policies, people and clients in a variety of A range of teaching/learning strategies will work contexts. be used to deliver the competencies. These include: **Entry requirements** Practical tasks Minimum of C in Maths and English Group work • Practical experience within the school and local community **Duration and location** Evidence contributing towards competency This is a four-semester course delivered in will be collected throughout the course. This Year 11 on site at Victoria Point State High process allows a student's competency to School. be assessed in a holistic approach that integrates a range of competencies. **RTO Obligation** Work Placement The school guarantees that the student will be provided with every opportunity to Not a requirement of this qualification. complete the qualification. Employment is not guaranteed upon completion of this qualification. **Pathways** ICT Customer Support Officer Students who are deemed competent in all 12 units of competency will be awarded a Junior Network Administrator Qualification and a record of results by Junior Web Developer IVET Institute (RTO #40538). Junior programmer • Students who achieve at least one unit of IT Technician competency (but not the full qualification) will receive a Statement of Attainment Junior digital media assistant • issued by IVET Institute.



To obtain a ICT30120 Certificate III in Information Technology, 12 units of competency must be achieved.

Title	Title	Title	Title
BSBXTW301	Work in a team	ICTICT213	Use computer operating systems and hardware
ICTICT214	Operate application software packages	ICTWEB304	Build simple web pages
ICTWEB305	Produce digital images for the web	BSBCRT301	Develop and extend critical and creative thinking skills
ICTWEB306	Develop web presence using social media	BSBXCS301	Protect own personal online profile from cyber security threats
ICTSAS305	Provide ICT advice to clients	BSBXCS303	Securely manage personally identifiable information and workplace information
ICTPRG302	Apply introductory programming techniques	ICTICT313	Identify IP, ethics and privacy policies in ICT environments







Victoria Point State High School

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