

HIGHFIELDS STATE SECONDARY COLLEGE



Highfields State
Secondary College

Senior Secondary
Year 11, 2025



Subject Selection Handbook

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PRINCIPAL'S WELCOME

Dear Student,

Welcome to the Senior Program and Senior Phase of Learning!

Your progression into the senior phase of learning marks a significant point in your education and creation of opportunities for your life beyond school. Success and continuous personal growth within the senior school requires a serious application of *commitment, a conscientious attitude, and self-discipline* on your part.

You are entering an exciting time in your education as you will be beginning the *Senior Assessment and Tertiary Entrance (SATE)* program. Eligible students will receive an *Australian Tertiary Admission Rank (ATAR)* in Year 12 as the culmination of their studies. The features of the SATE program include *subject-based external assessment, a reduced number of assessments*, and a strengthening of their *quality and comparability through common processes*.

A *taxonomy* of educational objectives will underpin Highfields's curriculum delivery whereby key *cognitions* are explicitly taught; where the essential *skills of thinking* is the new subject matter, and the *application and utilisation of knowledge* occurs at every level in the learning process. You will notice the explicit teaching of these skills within and across your classes.

21st Century Learners! You are preparing for a very different world from the one we know. At Highfields, we aim to deliver to you the experiences, values and virtues to become innovators, entrepreneurs and responsible global citizens. The identified traits for you will be:

- Intellectually: curious, creative and lifelong learners
- Personally: confident, resilient and ethical
- Socially: contributing and caring citizens

You will be working towards the *Queensland Certificate of Education (QCE)*, a qualification awarded to young people at the completion of their senior phase of learning. The QCE confirms your achievement of:

- A significant amount of learning
- A set standard of achievement, and
- Literacy and numeracy requirements

This Subject Guide is a resource to enable you and your families to collaboratively plan your senior education pathway. I urge you to read all the sections of this guide carefully, and to consider the options available so that you can make choices suited to your particular needs. I also encourage you to base your decisions on your proven abilities and personal preferences which will be reflected in the successes from your previous schooling history. Make your choices wisely. Any change of subject request needs to be made in consultation with a Deputy Principal.

I wish you well in making your decisions.



Scott Rowan
Principal

Term Dates 2025

| | | | |
|--------|---------------------------------------|----|---|
| Term 1 | Monday, 28 th January 2025 | to | Friday 4 th April 2025 |
| Term 2 | Tuesday, 22 nd April 2025 | to | Friday, 27 th June 2025 |
| Term 3 | Monday, 14 th July 2025 | to | Friday, 19 th September 2025 |
| Term 4 | Monday, 7 th October 2025 | to | Friday, 12 th December 2025 |

Year 12 finishing date for 2025: Friday, 21st November 2025

Year 10 & Year 11 finishing date for 2025: Friday, 28th November 2025

College Motto

Learners Today; Leaders Tomorrow

College Values

Kindness; Persistence; Resilience; Respect; Responsibility



College Behaviour Expectations

Take Care of Yourself; Take Care of Each Other; Take Care of This Place

Bell Times

| | Mon/Tues/Thur/Fri | Wednesday |
|--------------|---------------------|-----------------------|
| First Bell | 8:45am | 8:35am |
| Form Class | 8:50am – 9:00am | Whole School Assembly |
| Period 1 | 9:00am – 10:10am | 9:00am – 10:10am |
| First Break | 10:10am – 10:50am | 10:10am – 10:50am |
| Period 2 | 10:50am – 12:00pm | 10:50am – 12:00pm |
| Period 3 | 12:00 noon – 1:10pm | 12:00 noon – 1:10pm |
| Second Break | 1:10pm – 1:50pm | 1:10pm – 1:50pm |
| Period 4 | 1:50pm – 3:00pm | 1:50pm – 3:00pm |

Student Absence Line **(07) 4614 7266**

Senior Secondary at Highfields State Secondary College

In Senior Secondary, (Year 11 and 12) students will study an English and a Mathematics subject plus four elective subjects. Any variation to a student's program of study, including the taking of less than six school offered subjects to undertake an additional study option must be negotiated with a Deputy Principal. Students in Year 11 and 12 are working towards attaining their Queensland Certificate of Education (QCE) or their Queensland Certificate of Individual Achievement (QCIA). Students wishing to pursue tertiary study, or wishing to keep the option open of tertiary study, will choose specific subjects that make them eligible to receive an ATAR.

Senior Secondary is a dynamic phase of a student's education journey during which multiple pathways open up for students. During Year 11 and 12, students are in the Post Compulsory Participation Phase of Learning. Students enter the Post Compulsory Participation Phase when they complete Year 10 or they turn 16, whichever comes first. Upon entering this phase of learning, students have the option of 'earning or learning' or a combination of both. This phase of learning ends once a student completes Year 12 or they turn 17, once again, whichever comes first.

During this time, students may undertake full time study (e.g. school, TAFE or another Registered Training Organisation (RTO) or University); full time work (25 hours or more per week); enter into an apprenticeship or traineeship; or combine these options. Students in Year 10 to 12 may choose to complete their school-based study while working towards or completing a certificate course from a RTO. Whilst still enrolled at school, students may choose to start a School Based Apprenticeship or Traineeship (SAT).

Students in the Post Compulsory Participation Phase of Learning must be actively engaged in their course of study. This means that all students are expected to attend all classes and submit all assessment items by the due date.

SET Planning

Planning this phase of learning is essential. All students when in Year 10 completed a Senior Education and Training (SET) Plan. A SET Plan helps students structure their learning around their abilities, interests and ambitions.

Each student's SET Plan will be reviewed throughout Year 11 and 12 following reporting periods to make sure students are still on track to reach their study and career pathway goals. It is not uncommon for a student's choice of pathway to change a number of times throughout Senior Secondary. Careful planning is required to ensure students complete Year 12 with either their Queensland Certificate of Education (QCE) or their Queensland Certificate of Individual Achievement (QCIA) as well as an appropriate ATAR for those students who wish to engage in study at a University following school.

School Based Apprenticeships and Traineeships (SATS)

School-based apprenticeships and traineeships (SATS) allow high school students to work for an employer and train towards a nationally recognised qualification, while completing their secondary schooling and studying for their Queensland Certificate of Education and/or ATAR. School-based apprenticeships and traineeships help young people to go places ... whether that's a full-time job, a trade career, university, TAFE or other training. The workplace skills and confidence they gain during their school-based apprenticeship or traineeship provide a solid foundation for any career. SATs provide more flexibility and variety and have great benefits for young people who prefer hands-on learning to traditional schooling pathways and can lead directly to full time employment for school leavers.

There are two main differences between a school-based apprentice and a school-based trainee. A school-based apprentice is trained in a skilled trade and upon successful completion will become a qualified tradesperson. Trades include electrical, plumbing, cabinet making and automotive just to name a few. School-based trainees are trained in a vocational area, such as office administration, information technology and hospitality, and upon completion will receive a minimum of a Certificate II in the chosen vocational area.

For a school-based arrangement to be created, students must have the support of their employer, their school, a supervising registered training organisation, and their parent or guardian. All parties, along with an Australian Apprenticeship Centre representative, will attend a meeting to complete and sign a training contract.

Vocational Education and Training (VET)

Vocational education and training (VET) provides pathways for all young people, particularly those seeking further education and training, and those seeking employment-specific skills. VET offers clear benefits to young people, including:

- The development of work-related skills, making young people more employable
- Access to learning opportunities beyond the traditional curriculum, including work-based learning
- Competency-based assessment that meets industry standards.

VET courses offered by Highfields State Secondary College lead to nationally recognised qualifications – a **certificate** or a **statement of attainment**. Certificate courses offered are nationally registered and recognised courses within the Australian Qualifications Framework and competencies credited to the students are banked in their learning account to support their Queensland Certificate of Education (QCE) and to enhance future study or employment opportunities.

College students successfully completing a Certificate course in Year 11 and 12 will be awarded credits towards their Queensland Certificate of Education (QCE).

- Certificate III in Fitness – **8 QCE Credits**
- Certificate II in Outdoor Recreation **4 QCE Credits**
- Certificate II in Engineering Pathways **4 QCE Credits**
- Certificate I in Construction/ Certificate II in Construction Pathways **4 QCE Credits**
- Certificate II in Electrotechnology **4 QCE Credits**
- Certificate II in Horticulture **4 QCE Credits**
- Certificate II in Community Services **4 QCE Credits**
- Certificate II in Health Support Services **4 QCE Credits**

Students will require a Unique Student Identifier (USI) number prior to enrolling into a VET course either through Highfields State Secondary College or another RTO. The process for applying for a USI number will be detailed for students during Year 10.

VET courses employ competency-based assessment. In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments.

In most subjects, assessment tasks are completed a number of times throughout the year. Results for each assessment item will be marked on a student profile sheet (or similar document) using terms such as Satisfactory or Unsatisfactory, or working towards competence.

Final records of assessment of competencies will be awarded as either:

- **C** for Competent
- **NYC** for Not Yet Competent

Students may wish to participate in outside training programs whilst at school and the college welcomes parents and carers to discuss their student's vocational options with Mrs Jo Beil – Head of Department (VET). Please make an appointment through the college office. Note: some courses do not fall under the VETis funding arrangements offered by the government and therefore payment is required on commencement of the course. TAFE/RTOs do not refund if a student decides they no longer want to participate in the course and the college is not involved in the payments associated with these courses.

Queensland Certificate of Education

The Queensland Certificate of Education (QCE) is Queensland's senior school qualification. It is awarded to eligible students (usually at the end of Year 12) by the Queensland Curriculum and Assessment Authority. The QCE offers flexibility in what is learnt, as well as where and when learning occurs. A QCE can help graduates improve their job prospects. The Queensland Curriculum and Assessment Authority (QCAA) issue the Queensland Certificate of Education to students in both public and private education systems. The QCAA also write the syllabus documents that schools use to teach the various subjects available to students. When Highfields State Secondary College students start Year 11, students have the opportunity to achieve their QCE or QCIA as well as achieve an Australian Tertiary Admissions Rank (ATAR) that will enable students to apply to the Queensland Tertiary Admissions Centre (QTAC) for entrance into a university course.

To achieve their QCE students need to complete a set amount of learning, over a set time period to a set standard as well as meet specific literacy and numeracy requirements. All learning towards a student's QCE is banked into a student's Learning Account. When students enter Year 10 a learning account is created for them. Students can monitor their learning account via the Student Connect section on the QCAA website. It is important to note that all learning undertaken by a student that qualifies towards a QCE will be stored in a student's learning account. This includes learning from a RTO, University or school. [Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

QCE Requirements

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

*****Completion of QCAA Academic Integrity Course**

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

● **Core:** At least 12 credits must come from completed Core courses of study

| COURSE | QCE CREDITS PER COURSE |
|---|------------------------|
| QCAA General subjects and Applied subjects | up to 4 |
| QCAA General Extension subjects | up to 2 |
| QCAA General Senior External Examination subjects | 4 |
| Certificate II qualifications | up to 4 |
| Certificate III and IV qualifications (includes traineeships) | up to 8 |
| School-based apprenticeships | up to 6 |
| Recognised studies categorised as Core | as recognised by QCAA |

● **Preparatory:** A maximum of 4 credits can come from Preparatory courses of study

| | |
|---|-----------------------|
| QCAA Short Courses | |
| • QCAA Short Course in Literacy | 1 |
| • QCAA Short Course in Numeracy | |
| Certificate I qualifications | up to 3 |
| Recognised studies categorised as Preparatory | as recognised by QCAA |

● **Complementary:** A maximum of 8 credits can come from Complementary courses of study

| | |
|--|-----------------------|
| QCAA Short Courses | |
| • QCAA Short Course in Aboriginal & Torres Strait Islander Languages | 1 |
| • QCAA Short Course in Career Education | |
| University subjects (while a student is enrolled at a school) | up to 4 |
| Diplomas and Advanced Diplomas (while a student is enrolled at a school) | up to 8 |
| Recognised studies categorised as Complementary | as recognised by QCAA |

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3. To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

● **Literacy**

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

● **Numeracy**

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

QCIA

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs.

The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers.

Year 11 and 12 – ‘Applied’, ‘General’ and ‘General - Extension’ Subjects

In Year 11 and 12 different levels of subject are offered. When choosing subjects in Year 10 it is wise to consider that academic demands of the subjects you may choose for Year 11 and 12.

General Subjects

General Subjects are subjects that are academically more challenging, generally have a significant written element included in assessment and count towards the calculations of an ATAR. A deep understanding of the knowledge and skills embedded in General Subjects is required for successful completion.

Four Units are studied across Year 11 and 12 with Units 3 and 4, studied in Year 12, contributing towards the final awarding of a subject result A-E plus a number out of 100. Four pieces of assessment per subject only are offered in Year 12. Three of these pieces are internal assessment, developed from very specific requirements found in syllabus documents. These assessment items are approved by the Queensland Curriculum and Assessment Authority prior to being given to students through a process called endorsement. Only endorsed assessment can be provided to students. At different points in Year 12 the school must send the QCAA specific students' responses to the internal assessment items. This process is called Confirmation. Should the QCAA agree with the standard applied to the responses provided then the results will be awarded. Should the QCAA disagree with the result awarded then all students in the cohort will have their result adjusted up or down. The fourth assessment item is an external assessment. All students studying a subject will sit the external assessment item at the same time in Term 4 of Year 12. The external assessment item is developed by the QCAA and is unseen by staff and students prior to the exam. In Science and Maths subjects, 50% of a student's result is determined by their external assessment that draws on knowledge and skills from both Unit 3 and 4. In all other subjects the external assessment contributes 25% of the student's final mark and covers the knowledge and skills developed in Unit 4 of Year 12. The internal assessment is not scaled against the external assessment. It is anticipated that students will know what their confirmed results are for their subjects prior to sitting the external assessment. Even though a student may know they have enough marks to pass a subject prior to the external assessment they still must sit the external assessment. The external assessment result is used by the QCAA for scaling purposes between all students sitting the subject in the state.

Applied Subjects

Applied Subjects are more practical in nature and even though they have a communication component their demands are not as rigorous as for General Subjects. Four Units are studied across Year 11 and 12 with Units 3 and 4, studied in Year 12, contributing towards the final awarding of a subject result A-E (no numerical number is awarded for Applied Subjects). All Applied Subjects use internal assessment to arrive at a level of achievement. In 'Essential English' and 'Essential Mathematics' all students in the state will sit one common piece of assessment (CIA) as part of their suite of assessment tasks. Whilst this is an internal assessment item it has been designed and written by the QCAA.

General - Extension subjects

A small number of Extension Subjects are on offer from the QCAA. Extension Subjects are studied in Year 12 only and are comprised of Units 3 and 4. Extension Subjects must be studied alongside their corresponding parent General Subject. Extension Subjects also have only four pieces of assessment, three of which are internal assessment and one piece of external assessment comprising 25% of the student's final result. The same processes outlined for General subjects above apply to General- Extension subjects.

Australian Tertiary Admissions Rank (ATAR)

Students wishing to undertake tertiary study upon completing Year 12 will need to be eligible to achieve an ATAR. An ATAR is a number ranging from 99.95 (highest ATAR possible) through to 0.05 (lowest possible ATAR). An ATAR places students in a rank order for the purposes of tertiary entrance. Tertiary Institutions will publish ATAR cut offs for their courses. An ATAR is calculated in the following ways:

- on a student's best five General subject results
- or on a student's best four General subject results plus a student's best results in one Applied Subject or VET Certificate (level III, IV, Diploma or Advanced Diploma only).

If a student is eligible for an ATAR in both categories then QTAC will use the highest possible ATAR.

To be eligible for an ATAR a student must have achieved satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension, or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.

Queensland Tertiary Admissions Centre (QTAC)

Students in Year 12 apply for tertiary entrance through QTAC. QTAC manages applications on behalf of the tertiary sector. QTAC is also responsible for the calculation of a student's ATAR.



Choosing Subjects in Year 11

Careful selection of subjects is essential for Year 11 and 12 as it is a two year course of study. Students need to ensure they are aware of which subjects make them ATAR eligible should they wish to receive an ATAR at the end of Year 12.

Message to Parents/ Carers...

Parents/carers can help their children to be successful in gaining satisfaction – both personal and academic – from each experience at school.

You should:

- *Not assume responsibility yourself but, rather, support your student in developing personal responsibility for their own education.*
- *Ask your student questions about school. Find out how students interpret what is going on at school.*
- *Come to the school to: look, seek answers to questions, talk to school staff, make suggestions, help out.*
- *Ensure that there is a suitable place to study.*
- *Ask to see your student's books, work and homework.*

In short, show an interest in what is happening and help your student develop habits of industry and responsibility with regard to his/her education.

Guidelines

Choose subjects:

- that you enjoy
- in which you already have had some success
- which will help you achieve your chosen career goals, or at least keep your career options open
- which will develop skills, knowledge and attitudes useful throughout your life.

This may sound difficult, but if you approach the task calmly, follow the guidelines provided, and ask for help along the way, you should come up with a list of subjects which meets your needs.

Think about career options

- Be aware that your choice of subjects now may affect your ability to get into some tertiary courses (prerequisites).

Make a decision about a combination of subjects that suits you

You are an individual, and your particular needs and requirements in subject selection may be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- someone told you that you will like or dislike it
- your friends are or are not taking it
- you like or dislike the teacher

Be honest about your abilities and realistic with your occupational aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proved difficult even after you have put in your best effort. Similarly, if your career aims require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

Be prepared to ask for help

If you need more help then ask for it. Make use of the school subject selection program. Look at the resources suggested in this booklet. Even after following these suggestions, you and your parents may be a little confused or uncertain about the combination of subjects you have chosen. It is wise at this stage to check again with some of the many people available - Teachers, HODs, Guidance Officer, Deputy Principal and Principal. Don't be afraid to seek their assistance - they are all prepared to help you. You'll be doing yourself a favour.



2025 Subject Selection Process for Students

- Subject selection information will be available online from Week 5
- Read subject information and discuss any questions with your teachers
- Discuss your subject choices with your parents/carers
- Choose your subjects on OneSchool during your required SETPlan meeting with parent/carers – Week 6 & 7
- Subject selections close, **Friday**, Week 9 of Term 3.

What happens next?

- Classes will be reviewed in terms of student numbers
- If a class is too full, a number of options are considered, including the following:
 - Potentially creating another class
 - Having some students choose another subject
- If a class has too few students, the class may not run, requiring those students who have selected the subject to choose again or offer study through distance education..

How will we decide who gets to stay in a full subject and who gets asked to choose again?

- Our first approach will be to use student's current results for effort and behaviour in similar subjects they currently study.
- We also look at any prerequisites a student may require for tertiary entrance purposes.

How will we communicate any changes with students/parents?

- Any student who is required to change a subject they initially chose for Year 11 will take home information detailing any changes.

Finalising classes

- Toward the very end of the year, students in Year 10 will be given a print out of the subjects they will study in Year 11.

Changing elective subjects in Year 11.

- It is expected that students will study their subjects for two years.
- A change of elective subject will only be considered on a case-by-case situation at the end of a Unit 1.
- Changing subjects may have a negative impact upon student's ability to be awarded a QCE, QCIA or ATAR.



HIGHFIELDS STATE SECONDARY COLLEGE

Learners today, Leaders tomorrow

| Our rules | School-wide Expectations | | | |
|-------------------------|---|------------|---------|----------------|
| Take care of ourselves | <ul style="list-style-type: none">• We follow instructions immediately• We are prepared for and participate in all classroom activities• We manage time effectively• We complete all work with academic integrity• We have a growth mindset, strive for improvement and seek help when needed | | | |
| Take care of others | <ul style="list-style-type: none">• We respect the rights of others including acknowledging and respecting diversity• We allow others to learn• We use appropriate verbal and non-verbal language, including resolving conflict respectfully• We treat others so they feel safe• We value and respect the opinion of others | | | |
| Take care of this place | <ul style="list-style-type: none">• We follow school rules, routines, policies and procedures• We contribute positively to the college• We represent our college with pride• We look after school property and the environment | | | |
| Values | | | | |
| Kindness | Persistence | Resilience | Respect | Responsibility |



Year 11 Subject Selection

Highfields State Secondary College

Subject Selection Structure - 2025 Year 11 Subject Offerings

Number of Lines: **7**

Additional Preferences: **0**

Mandatory KLAs:

Student Instructions:

When selecting your subjects, remember:

- Please refer to your Subject Information Handbook for specific information on each subject.
- You can only select a subject once, even if it appears on multiple lines.
- Choose subjects that you enjoy or that you have already had some success with.

If you're eligible, you'll be ranked for university using the ATAR system. A broad range of subjects can contribute to an ATAR:

* Five General subjects; or

* Four General Subjects, and one VET qualification at Certificate III or above;

or

* Four General subjects, and one Applied subject.

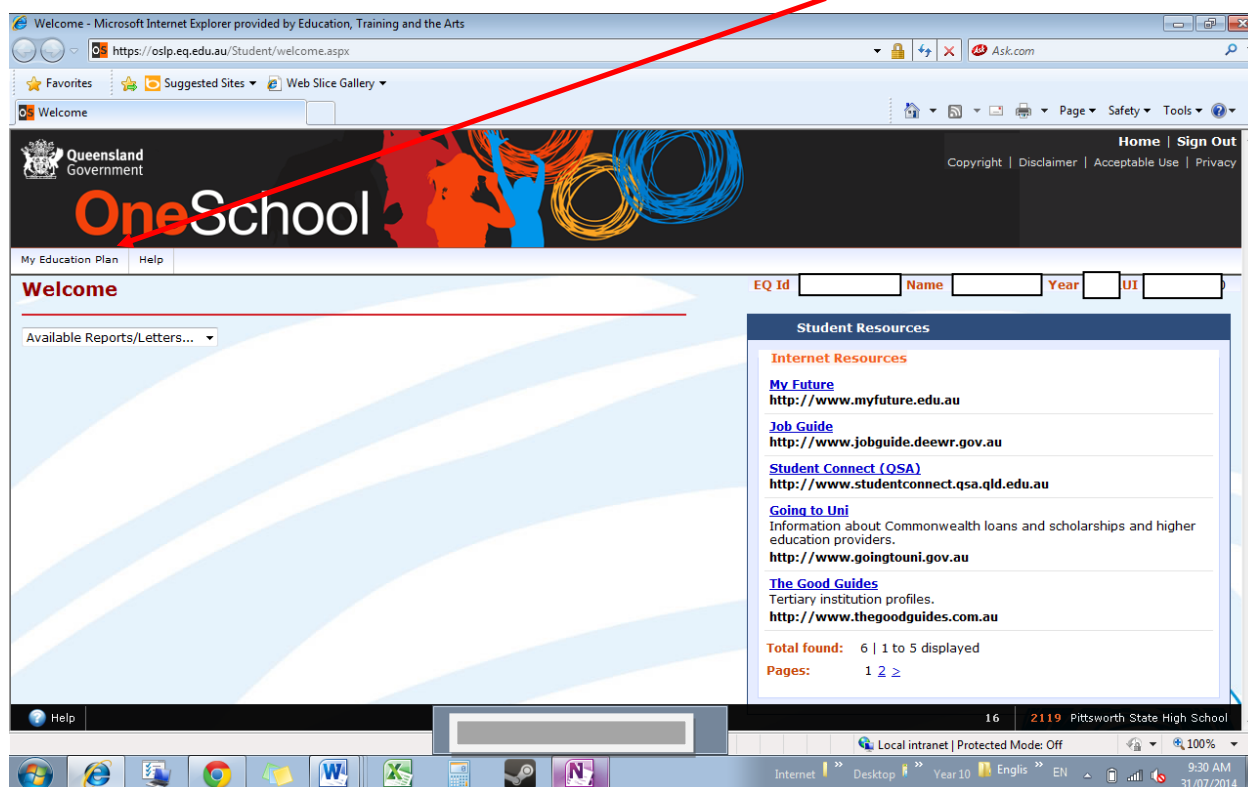
To be eligible, you'll also need to pass an English subject, but your result will only contribute to your ATAR if it's one of your best five subject results.

For your Line 7 selection, if you have selected a Certificate course on Lines 1-6, or have accessed a Certificate II course through another provider, you will need to select SPP.

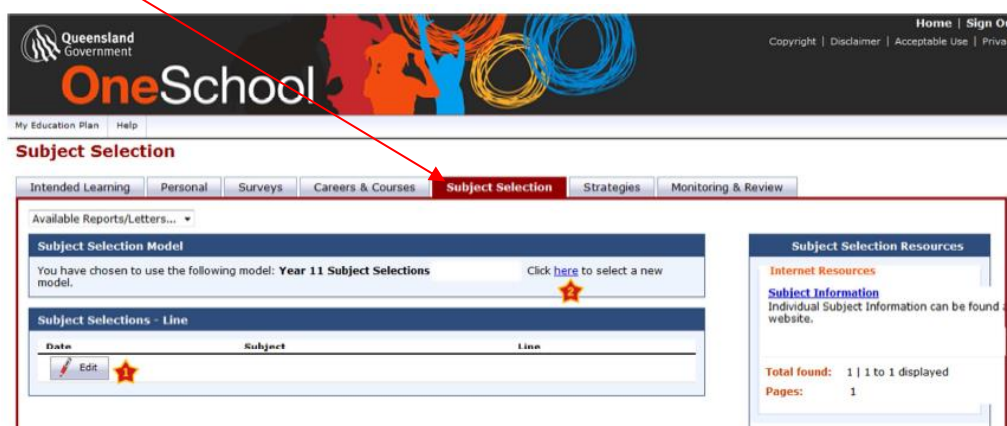
| | | | |
|--------|--|---|---|
| Line 1 | <input type="checkbox"/> Agricultural Science <input type="checkbox"/> Chemistry <input type="checkbox"/> Japanese | <input type="checkbox"/> Certificate II in Engineering Pathways <input type="checkbox"/> Film, Television and New Media <input type="checkbox"/> Media Arts in Practice | <input type="checkbox"/> Certificate II in Outdoor Recreation <input type="checkbox"/> Health <input type="checkbox"/> Visual Art |
| Line 2 | <input type="checkbox"/> Biology <input type="checkbox"/> Certificate III in Fitness <input type="checkbox"/> Hospitality Practices <input type="checkbox"/> Physical Education | <input type="checkbox"/> Business <input type="checkbox"/> Digital Solutions <input type="checkbox"/> Legal Studies <input type="checkbox"/> Science in Practice | <input type="checkbox"/> Business Studies <input type="checkbox"/> Food & Nutrition <input type="checkbox"/> Literature <input type="checkbox"/> Visual Arts in Practice |
| Line 3 | <input type="checkbox"/> Certificate I in Construction <input type="checkbox"/> Drama <input type="checkbox"/> Information and Communication Technology <input type="checkbox"/> Psychology | <input type="checkbox"/> Certificate III in Fitness <input type="checkbox"/> Geography <input type="checkbox"/> Modern History <input type="checkbox"/> Sport and Recreation | <input type="checkbox"/> Dance <input type="checkbox"/> Hospitality Practices <input type="checkbox"/> Physics <input type="checkbox"/> |
| Line 4 | <input type="checkbox"/> Agricultural Practices <input type="checkbox"/> Design <input type="checkbox"/> Furnishing Skills <input type="checkbox"/> Specialist Mathematics | <input type="checkbox"/> Ancient History <input type="checkbox"/> Early Childhood Studies <input type="checkbox"/> Music <input type="checkbox"/> Sport and Recreation | <input type="checkbox"/> Biology <input type="checkbox"/> Fashion <input type="checkbox"/> Psychology <input type="checkbox"/> |
| Line 5 | <input type="checkbox"/> Essential Mathematics | <input type="checkbox"/> General Mathematics | <input type="checkbox"/> Mathematical Methods |
| Line 6 | <input type="checkbox"/> English | <input type="checkbox"/> Essential English | |
| Line 7 | <input type="checkbox"/> Certificate II in Community Services <input type="checkbox"/> Certificate II in Horticulture | <input type="checkbox"/> Certificate II in Electrotechnology (Career Start) <input type="checkbox"/> Qcia Goal Support | <input type="checkbox"/> Certificate II in Health Support Services <input type="checkbox"/> Student Pathways Preparation |

How to choose your subjects - OneSchool

Log into OneSchool via oslp.eq.edu.au and click on 'My Education Plan'.



Click on the 'Subject Selections' Tab (this tab will appear after 9am on Wed 30th August).



Edit – click to add your subject selections



If Edit does not appear, **Click here** to select the selection model

Queensland Government
OneSchool

My Education Plan | Home | Sign Out
Copyright | Disclaimer | Acceptable Use | Privacy

My Education Plan | Home

Maintain Line Subject Selection

[Return to Subject Selection](#)

Intended Learning | Personal | Surveys | Careers & Courses | **Subject Selection** | Strategies | Monitoring & Review

Please choose one subject from each line below. OP ineligible subjects are indicated by an asterisk. Please choose 1 subject from each of the six subject lines. Subjects flagged with an asterisk are Authority Registered or Vocational subjects. These subjects provide credit for the QCE, however they are not considered in the awarding of an OP.

Students and parents/guardians should be aware that, in the case of insufficient numbers of students choosing a subject or an over subscription of a subject, it may be necessary to consider a student's alternative subject preferences. Therefore, students need to choose 2 additional preferences for this selection.

Information Processing & Technology (IPT201), Economics (ECO201) and French (FRE201) are being offered as Virtual Schooling Subjects (VSS) and will be delivered via Education Queensland online learning environment.

OP Eligibility
OP Eligible (Minimum 5 Authority Subjects x 4 Semesters = 20 Weighted Semester Units)
OP Ineligible (Less than 5 Authority Subjects)

Subject Selection - Lines

LINE 1

- ☐ * BUSINESS & COMMUNICATION TECHNOLOGY (BCT201)
- ☐ * MUSIC (MUS201)
- ☐ * MODERN HISTORY (MH201)
- ☒ LEGAL STUDIES (LEG201)
- ☐ * BIOLOGY (BIO201)
- ☐ * GRAPHICS (GRH201)

LINE 2

- ☐ * BUSINESS & COMMUNICATION TECHNOLOGY (BCT201)
- ☐ * ACCOUNTING (ACC201)
- ☐ * TECHNOLOGY STUDIES (TST201)
- ☐ * CERTIFICATE II IN BUSINESS (BUS201)
- ☐ * CRT III IN CHILDREN'S SERVICES (CCS201)
- ☐ * HOSPITALITY STUDIES (HOS201)

LINE 3

- ☐ * ENGLISH COMMUNICATION (ENC201)
- ☐ * ENGLISH (ENG201)
- ☐ * MATHS A (MAA201)
- ☐ * MATHS B (MBB201)
- ☐ * PREVOCATIONAL MATHS (PMP201)

[Clear line](#)

PREFERENCES

Please choose 2 subject preference(s).

Delete Preference

Select a Preference to add

Notes

Notes

3000 characters maximum / 4000 character remaining

[Save](#)



Lines – use the radio buttons or checkboxes to make your choices



Preferences – use the dropdown to select preferences



Notes – type in any notes required



Save – click to save your selections

Subject Selection

Intended Learning | Personal | Surveys | Careers & Courses | **Subject Selection** | Strategies | Monitoring

Available Reports/Letters...

Subject Selection Model

You have chosen to use the following model: **Year 11 Subject Selections** [Click here to select a new model.](#)

Subject Selections - Line

| Date | Subject | Line |
|-------------|--------------------|--------|
| 06-Aug-2009 | MUSIC | Line 1 |
| 06-Aug-2009 | TECHNOLOGY STUDIES | Line 2 |
| 06-Aug-2009 | ENGLISH | Line 3 |
| 06-Aug-2009 | MATHS B | Line 4 |
| 06-Aug-2009 | GEOGRAPHY | Line 5 |
| 06-Aug-2009 | PHYSICS | Line 6 |

[Add](#)

Preferences ENGLISH COMMUNICATION (ENC201), MATHS A (MAA201)



Edit – Click to edit selection choices

Stationery List - Year 11, 2025

Please note: A list of additional items may be distributed if required at the start of the school year.

General – All Subjects

- 1 x scissors
- 1 x 40g glue stick
- 1 x plastic ruler (no metal rulers)
- 2 x red, blue and black pens
- 2 x HB, 2H, 4H and 2B pencils
- 1 x pencil eraser
- 1 x packet of 12 coloured pencils
- 1 x packet of 12 coloured felt pens
- 1 x highlighter pen pack
- 1 x pencil sharpener
- 1 x school dictionary
- 1 x USB drive (32GB recommended)
- 1 x corded headphones (adjustable volume)
- 4 x whiteboard Markers (Red, Blue, Black Green)
- 9 x A4 lecture pads
- 9 x display folders
- 1 x mouse
- 1 x large pencil case

Mathematical Methods and Specialist Mathematics

- 1 x T1-84 Plus CE (graphics calculator)
- 1 x 2mm Grip Graph Pad- 40 leaf

General Mathematics

- 1 x TI-30XB Multiview Scientific Calculator
- 1 x 2mm Grip Graph Pad - 40 leaf

Essential Mathematics

- 1 x TI-30XB Multiview Scientific Calculator
- 1 x 2mm Grip Graph Pad- 40 leaf

Biology

- 1 x TI-30XB Multiview Scientific Calculator
- 1 x T1-84 Plus CE (graphics calculator - optional)

Chemistry

- 1 x TI-30XB Multiview Scientific Calculator
- 1 x T1-84 Plus CE (graphics calculator - optional)

Agricultural Science

- 1 x Sharp EL-531XHB-WH Scientific Calculator
- 1 x T1-84 Plus CE (graphics calculator - optional)
- Steel capped boots
- HSSC school hat
- Leather Shoes (as per uniform)

Graphics

- 1 x A4 visual diary
- 1 x Gold SD card 32GB
- 1 x USB 3.0 minimum 16GB
- 1 x Minimum 500GB 3.0 Hard Drive
- 1 x Sharp EL-531XHB-WH Scientific Calculator
- 1 x T1-84 Plus CE (graphics calculator - optional)

Physics

- 1 x T1-84 Plus CE (graphics calculator)

Music

- 1 x Music book (including manuscript)

Visual Art

- 1 x A4 visual diary
- 2 x 4B, 6B, 2H and 4H pencils
- 1 x A2 folio

Drama

- 1 x Rehearsal blacks (black trackpants/ leggings & plain black t-shirt)

Dance

- 1 x Black leotard
- 1 x Black Jazz shoes

Film, TV & New Media

- 1 x Gold SD card verbatim 32GB
- Adobe Creative Cloud Subscription (approx \$10 organised by the school)

Fashion

- 1 x A4 visual diary
- 2 x 4B, 6B, 2H and 4H pencils

Media Arts in Practice

- 1 x Gold SD card verbatim 32GB
- Adobe Creative Cloud Subscription (approx \$10 organised by the school)

2025 Senior Secondary Subject Offerings

| General Subjects | Applied Subjects | VET Courses |
|--------------------------------|--------------------------------------|--|
| General Mathematics | Essential Mathematics | Certificate III in Fitness |
| Mathematical Methods | Essential English | Certificate II in Outdoor Recreation |
| Specialist Mathematics | Business Studies | Certificate II in Engineering Pathways |
| English | Fashion | Certificate I in Construction/ Certificate II in Construction Pathways |
| Literature | Furnishing Skills | Certificate II in Horticulture |
| Ancient History | Hospitality Practices | Certificate II in Electrotechnology |
| Business | Information Communication Technology | Certificate II in Community Services |
| Geography | Early Childhood Studies | Certificate II in Health Support Services |
| Legal Studies | Sport and Recreation Studies | |
| Modern History | Agricultural Practices | |
| Design | Science in Practice | |
| Digital Solutions | Media Arts in Practice | |
| Food and Nutrition | Visual Arts in Practice | |
| Health | | |
| Physical Education | | |
| Agricultural Science | | |
| Biology | | |
| Chemistry | | |
| Physics | | |
| Psychology | | |
| Visual Art | | |
| Dance | | |
| Drama | | |
| Film, Television and New Media | | |
| Japanese | | |
| | | |

Senior Education Profile

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

- Senior Statement
- 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-and-qualifications/sep.

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

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 subjects

The QCAA develops four types of senior subject syllabuses — Applied, General, General (Extension), and Short Course. Results in Applied and General subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

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

Applied and Applied (Essential) syllabuses

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

General syllabuses

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

General (Extension) syllabuses

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

Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment.

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)

Students can access VET programs through the school if it:

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

QCE eligibility

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other recognised courses. Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website at <https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway>.

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a C Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.



Applied and Applied (Essential) syllabuses

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

In this way, the syllabus is not the curriculum. The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise units, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic applied setting.

Course structure

Applied and Applied (Essential) syllabuses are four-unit courses of study.

The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Curriculum

Applied syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Schools have autonomy to decide:

- which four units they will deliver
- how and when the subject matter of the units will be delivered
- how, when and why learning experiences are developed, and the context in which the learning will occur
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills such as literacy, numeracy and 21st century skills
- how the subject-specific information found in this section of the syllabus is enlivened through the course of study.

Giving careful consideration to each of these decisions can lead teachers to develop units that are rich, engaging and relevant for their students.

Assessment

Applied syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Schools have autonomy to decide:

- specific assessment task details within the parameters mandated in the syllabus
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

More information about assessment in Applied senior syllabuses is available in [Section 7.3.1](#) of the *QCE and QCIA policy and procedures handbook*.

Essential English and Essential Mathematics — Common internal assessment

For the two Applied (Essential) syllabuses, 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 of these subjects 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.

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.

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should 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 General syllabus.

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. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

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

The 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.

General (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.

Note: In the case of Music Extension, this subject has three syllabuses, one for each of the specialisations — Composition, Musicology and Performance.

Assessment

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 (Extension) subject.

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

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. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

QCAA Senior Syllabuses

English

Applied

- Essential English

General

- English
- Literature

General (Extension)

- English & Literature Extension

Health and Physical Education

Applied

- Early Childhood Studies
- Sport & Recreation

General

- Health
- Physical Education

Humanities and Social Sciences

Applied

- Business Studies

General

- Ancient History
- Business
- Geography
- Legal Studies
- Modern History

Languages

General

- Japanese

Mathematics

Applied

- Essential Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Sciences

Applied

- Agricultural Practices
- Aquatic Practices
- Science in Practice

General

- Agricultural Science
- Biology
- Chemistry
- Physics
- Psychology

Technologies

Applied

- Fashion
- Furnishing Skills
- Hospitality Practices
- Information & Communication Technology

General

- Design
- Digital Solutions
- Food & Nutrition

The Arts

Applied

- Media Arts in Practice
- Visual Arts in Practice

General

- Dance
- Drama
- Film, Television & New Media
- Music
- Visual Art

General (Extension)

- Music Extension

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 work-related 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 non-literary 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.

Objectives

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

- 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 mode-appropriate 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.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|--|--|
| Language that works <ul style="list-style-type: none"> • Responding to texts • Creating texts | Texts and human experiences <ul style="list-style-type: none"> • Responding to texts • Creating texts | Language that influences <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identities, 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): <ul style="list-style-type: none"> • Spoken response | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Multimodal response |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) | Summative internal assessment (IA4): <ul style="list-style-type: none"> • Written response |

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 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.
- ### 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 <ul style="list-style-type: none"> • Texts in contexts • Language and textual analysis • Responding to and creating texts | Texts and culture <ul style="list-style-type: none"> • Texts in contexts • Language and textual analysis • Responding to and creating texts | Textual connections <ul style="list-style-type: none"> • Conversations about issues in texts • Conversations about concepts in texts. | Close study of literary texts <ul style="list-style-type: none"> • 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% |

Literature

General senior subject

General

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.

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 |
|--|---|--|--|
| Introduction to literary studies <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts | Intertextuality <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts |

Assessment

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

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

Summative assessments

| Unit 3 | | Unit 4 | |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1): • Examination — 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% |

English & Literature Extension

General senior subject

General

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 reading <ul style="list-style-type: none">• Readings and defences• Defence of a complex transformation | Exploration and evaluation <ul style="list-style-type: none">• Extended academic research paper• Theorised 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): <ul style="list-style-type: none">• Reading and defence | 20% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Academic research paper | 35% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Defence of a complex transformation | 20% | Summative external assessment (EA): <ul style="list-style-type: none">• Examination — extended response | 25% |

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.

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

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

- 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.

Structure

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. | <p>Performance Performance: up to 4 minutes</p> <p>Planning and evaluation One of the following:</p> <ul style="list-style-type: none"> • 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. | <p>Investigation and session plan One of the following:</p> <ul style="list-style-type: none"> • 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 <p>Performance • Performance: up to 4 minutes</p> <p>Evaluation One of the following:</p> <ul style="list-style-type: none"> • 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 |

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 health-educated 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 mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

| 1. Unit 1 | 2. Unit 2 | 3. Unit 3 | 4. Unit 4 |
|---|---|--|--|
| Resilience as a personal health resource | Peers and family as resources for healthy living <ul style="list-style-type: none"> • Alcohol and other drugs (elective) • Body image (elective) | Community as a resource for healthy living <ul style="list-style-type: none"> • Homelessness (elective) • Transport safety (elective) • Anxiety (elective) | Respectful relationships in the post-schooling transition |

Assessment

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

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

Summative assessments

| 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

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

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

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement

make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Structure

| 5. Unit 1 | 6. Unit 2 | 7. Unit 3 | 8. Unit 4 |
|---|---|--|---|
| Motor learning, functional anatomy and biomechanics in physical activity <ul style="list-style-type: none"> • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity | Sport psychology and equity in physical activity <ul style="list-style-type: none"> • Sport psychology in physical activity • Equity — barriers and enablers | Tactical awareness and ethics in physical activity <ul style="list-style-type: none"> • Tactical awareness in physical activity • Ethics and integrity in physical activity | Energy, fitness and training in physical activity <ul style="list-style-type: none"> • 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).

Summative assessments

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

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 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.

Structure

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 |

• Geography

General senior subject

General

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 real-world 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

| 9. Unit 1 | 10. Unit 2 | 11. Unit 3 | 12. Unit 4 |
|---|--|---|--|
| Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none"> • Natural hazard zones • Ecological hazard zones | Planning sustainable places <ul style="list-style-type: none"> • Responding to challenges facing a place in Australia • Managing challenges facing a megacity | Responding to land cover transformations <ul style="list-style-type: none"> • Land cover transformations and climate change • Responding to local land cover transformations | Managing population change <ul style="list-style-type: none"> • 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).

Summative assessments

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

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
- select legal information from sources

- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning to suit the intended purpose

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|--|---|
| Beyond reasonable doubt <ul style="list-style-type: none"> • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing | Balance of probabilities <ul style="list-style-type: none"> • Civil law foundations • Contractual obligations • Negligence and the duty of care | Law, governance and change <ul style="list-style-type: none"> • Governance in Australia • Law reform within a dynamic society | Human rights in legal contexts <ul style="list-style-type: none"> • 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).

Summative assessments

| 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 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

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

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

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|---|--|
| Ideas in the Modern World <ul style="list-style-type: none"> 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 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 – | Movements in the Modern World <ul style="list-style-type: none"> 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 (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 | National experiences in the Modern World <ul style="list-style-type: none"> 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 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) 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). | International experiences in the Modern World <ul style="list-style-type: none"> 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 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 1982 (United Nations Working Group on |

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|--------|---|
| <ul style="list-style-type: none"> Russian Civil War ends) Xinhai Revolution and its aftermath, 1911–1916 (Wuchang Uprising 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. | <ul style="list-style-type: none"> start – apartheid laws end) African-American civil rights movement since 1954 (judgment 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 Uprising begins) Alternative topic for Unit 2. | | <ul style="list-style-type: none"> Indigenous Populations established) 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 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).

Summative assessments

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

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, problem-solving 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.

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.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|---|---|
| Number, data and graphs <ul style="list-style-type: none">• Fundamental topic: Calculations• Number• Representing data• Managing money | Data and travel <ul style="list-style-type: none">• Fundamental topic: Calculations• Data collection• Graphs• Time and motion | Measurement, scales and chance <ul style="list-style-type: none">• Fundamental topic: Calculations• Measurement• Scales, plans and models• Probability and relative frequencies | Graphs, data and loans <ul style="list-style-type: none">• Fundamental topic: Calculations• Bivariate graphs• Summarising and comparing data• Loans and compound interest |

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): <ul style="list-style-type: none">• Problem-solving and modelling task | Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Problem-solving and modelling task |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Common internal assessment (CIA) | Summative internal assessment (IA4): <ul style="list-style-type: none">• Examination — short response |

General Mathematics

General senior subject

General

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 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.

Structure

| 13. Unit 1 | 14. Unit 2 | 15. Unit 3 | 16. Unit 4 |
|--|---|---|---|
| Money, measurement, algebra and linear equations <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones | Investing and networking <ul style="list-style-type: none"> • Loans, investments and annuities 1 • Loans, investments and annuities 2 • Graphs and networks • Networks and decision mathematics 1 • Networks and decision mathematics 2 |

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 | | | |

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 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 problem-solvers. 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.

Structure

| 17. Unit 1 | 18. Unit 2 | 19. Unit 3 | 20. Unit 4 |
|---|--|--|---|
| Surds, algebra, functions and probability <ul style="list-style-type: none"> • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability | Calculus and further functions <ul style="list-style-type: none"> • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation | Further calculus and introduction to statistics <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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

General

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 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.

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Objectives

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

Structure

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

| 21. Unit 1 | 22. Unit 2 | 23. Unit 3 | 24. Unit 4 |
|--|---|--|--|
| Combinatorics, proof, vectors and matrices <ul style="list-style-type: none"> • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices | Complex numbers, further proof, trigonometry, functions and transformations <ul style="list-style-type: none"> • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations | Further complex numbers, proof, vectors and matrices <ul style="list-style-type: none"> • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices | Further calculus and statistical inference <ul style="list-style-type: none"> • 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): | 20% | <ul style="list-style-type: none"> • Summative internal assessment 3 (IA3): • Examination — short response | 15% |
| <ul style="list-style-type: none"> • Problem-solving and modelling task | | | |
| Summative internal assessment 2 (IA2): | 15% | | |
| <ul style="list-style-type: none"> • Examination — short response | | | |
| <ul style="list-style-type: none"> • Summative external assessment (EA): 50% • Examination — combination response | | | |

Agricultural Practices

Applied senior subject

Applied

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

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

Projects and investigations are key features of Agricultural 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 agricultural contexts.

By studying Agricultural Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to

accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical agricultural situations.

Pathways

A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural 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

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

| Unit option | Unit title |
|---------------|-------------------------------|
| Unit option A | Animal industries |
| Unit option B | Plant industries |
| Unit option C | Land-based animal production |
| Unit option D | Water-based animal production |
| Unit option E | Land-based plant production |
| Unit option F | Water-based plant production |
| Unit option G | Animal agribusiness |
| Unit option H | Plant agribusiness |

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Agricultural 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: <ul style="list-style-type: none"> 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 project <ul style="list-style-type: none"> One of the following: <ul style="list-style-type: none"> Product: 1 Performance: up to 4 minutes Documented process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |

Science in Practice

Applied senior subject

Applied

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

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

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

By studying Science in Practice, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to

communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical scientific situations.

Pathways

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

Objectives

By the conclusion of the course of study students should:

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

Structure

Science in Practice is a four-unit course of study. This syllabus 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 | Consumer science |
| Unit option B | Ecology |
| Unit option C | Forensic science |
| Unit option D | Disease |
| Unit option E | Sustainability |
| Unit option F | Transport |

Assessment

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

| Technique | Description | Response requirements |
|-----------------------|--|--|
| Applied investigation | Students investigate a research question by collecting, analysing and interpreting primary or secondary information. | One of the following: <ul style="list-style-type: none"> 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. | <p>Completed project</p> <p>One of the following:</p> <ul style="list-style-type: none"> Product: 1 Performance: up to 4 minutes <p>Documented process</p> <p>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p> |

Agricultural Science

General senior subject

General

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future. Agricultural Science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. A study of Agricultural Science can allow students to transfer learned skills to studies of other subject disciplines in the school environment.

The primary industries sector of the Australian economy is facing many challenges, and the ability of Australia to meet these challenges depends on a well-informed community and highly skilled people working in all sectors of primary industries.

Agricultural Science provides opportunities for students to engage with agricultural production systems as they constantly adapt to meet the changing needs of society. As human activities and resource demands increase and diversify, agricultural scientists, managers and producers encounter opportunities and challenges associated with the sustainable management of resources and production of food and fibre. In Unit 1, students examine the plant and animal science required to understand agricultural systems, their interactions and their components. In Unit 2, students examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. In Unit 3, students investigate how agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be manipulated to ensure productivity and sustainability. In Unit 4, students consider how environmental, social and financial factors can be used to evaluate production systems, and how research and

innovation can be used and managed to improve food and fibre production.

Agricultural Science aims to develop students':

- interest in Agricultural Science and their appreciation of how interdisciplinary knowledge can be used to understand contemporary issues in food and fibre production
- understanding and appreciation of agriculture as a complex and innovative system, and how it relates to sustainable production decisions now and into the future
- understanding that agricultural science knowledge is used in a variety of contexts and is influenced by social, economic, 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 agricultural science concepts, interpretations, claims and conclusions, with reference to evidence
- ability to communicate understandings and justify findings and conclusions related to agricultural production systems, using appropriate representations, modes and genres.

Pathways

A course of study in Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology, business, marketing, education and literacy, research and development.

Objectives

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

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

Structure

| 25. Unit 1 | 26. Unit 2 | 27. Unit 3 | 28. Unit 4 |
|---|--|--|---|
| Agricultural systems <ul style="list-style-type: none"> • Agricultural enterprises A • Animal production A • Plant production A | Resources <ul style="list-style-type: none"> • Management of renewable resources • Physical resource management • Agricultural management, research and innovation | Agricultural production <ul style="list-style-type: none"> • Animal production B • Plant production B • Agricultural enterprises B | Agricultural management <ul style="list-style-type: none"> • Enterprise management • Evaluation of an agricultural enterprise's sustainability |

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): | 10% | <ul style="list-style-type: none"> • Summative internal assessment 3 (IA3): • Research investigation | 20% |
| <ul style="list-style-type: none"> • Data test | | | |
| Summative internal assessment 2 (IA2): | 20% | | |
| <ul style="list-style-type: none"> • Student experiment | | | |
| <ul style="list-style-type: none"> • Summative external assessment (EA): 50% • Examination — combination response | | | |

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

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

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

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Cells and multicellular organisms <ul style="list-style-type: none"> Cells as the basis of life Exchange of nutrients and wastes Cellular energy, gas exchange and plant physiology | Maintaining the internal environment <p>Homeostasis — thermoregulation and osmoregulation</p> <p>Infectious disease and epidemiology</p> | Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> Describing biodiversity and populations Functioning ecosystems and succession | Heredity and continuity of life <ul style="list-style-type: none"> 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).

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test | 10% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation | 20% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment | 20% | | |
| <ul style="list-style-type: none">• Summative external assessment (EA): 50%• Examination — combination response | | | |

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

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their 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 decision-making

- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Pathways

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

Objectives

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

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

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Chemical fundamentals — structure, properties and reactions <ul style="list-style-type: none"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change | Molecular interactions and reactions <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions | Equilibrium, acids and redox reactions <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction | Structure, synthesis and design <ul style="list-style-type: none"> • 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).

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test | 10% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation | 20% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment | 20% | | |
| <ul style="list-style-type: none">• Summative external assessment (EA): 50%• Examination — combination response | | | |

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

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

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

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|--|---|
| Thermal, nuclear and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits | Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves | Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism | Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The 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).

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): • Data test | 10% | Summative internal assessment 3 (IA3): • Research investigation | 20% |
| Summative internal assessment 2 (IA2): • Student experiment | 20% | | |
| <ul style="list-style-type: none">• Summative external assessment (EA): 50%• Examination — combination response | | | |

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
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|---|---|
| Individual development <ul style="list-style-type: none"> • The role of the brain • Cognitive development • Consciousness, attention and sleep | Individual behaviour <ul style="list-style-type: none"> • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation | Individual thinking <ul style="list-style-type: none"> • Brain function • Sensation and perception • Memory • Learning | The influence of others <ul style="list-style-type: none"> • 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).

Summative assessments

| 29. Unit 3 | | 30. Unit 4 | |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1): • Data test | 10% | Summative internal assessment 3 (IA3): • Research investigation | 20% |
| Summative internal assessment 2 (IA2): • Student experiment | 20% | | |
| Summative external assessment (EA): 50% • Examination — combination response | | | |

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. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations, including fashion design, production, merchandising and sales.

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. 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, where possible,

collaborative learning experiences, students learn to meet client expectations of quality and cost.

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production 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 Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Objectives

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

- 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.

Structure

Fashion 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 | Fashion designers |
| Unit option B | Historical fashion influences |
| Unit option C | Slow fashion |
| Unit option D | Collections |
| Unit option E | Industry trends |
| Unit option F | Adornment |

Assessment

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

| Technique | Description | Response requirements |
|-------------------------|--|---|
| Project | Students design and produce fashion garment/s, drawings, collections or items. | Fashion product <ul style="list-style-type: none"> Product: fashion garment/s Planning and evaluation <ul style="list-style-type: none"> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |
| Practical demonstration | Students create/design and/or produce an outfit, garments, campaigns or extension lines. | Unit-specific product <ul style="list-style-type: none"> Product: inspiration/presentation board, awareness campaign that uses technology or marketing campaign Planning and evaluation <ul style="list-style-type: none"> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |

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, cabinet-maker, 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.

Structure

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 |

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

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

- 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.

Structure

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: <ul style="list-style-type: none"> 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 |

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 high-quality 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 |

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 problem-based 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 design and landscape architecture.

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 mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|--|--|
| Stakeholder-centred design <ul style="list-style-type: none">• Designing for others | Commercial design influences <ul style="list-style-type: none">• Responding to needs and wants | Human-centred design <ul style="list-style-type: none">• Designing with empathy | Sustainable design influences <ul style="list-style-type: none">• Responding to 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): <ul style="list-style-type: none">• Design challenge | 20% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Project | 25% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Project | 30% | Summative external assessment (EA): <ul style="list-style-type: none">• Examination — extended response | 25% |

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.

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 mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

| 31. Unit 1 | 32. Unit 2 | 33. Unit 3 | 34. Unit 4 |
|--|---|---|--|
| Creating with code <ul style="list-style-type: none"> • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions | Application and data solutions <ul style="list-style-type: none"> • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions | Digital innovation <ul style="list-style-type: none"> • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions | Digital impacts <ul style="list-style-type: none"> • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges |

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% |

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 protein-based 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 mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

| 35. Unit 1 | 36. Unit 2 | 37. Unit 3 | 38. Unit 4 |
|---|--|--|---|
| Food science of vitamins, minerals and protein <ul style="list-style-type: none">• Introduction to the food system• Vitamins and minerals• Protein | Food drivers and emerging trends <ul style="list-style-type: none">• Consumer food drivers• Sensory profiling• Food safety and labelling• Food formulation for consumers | Food science of carbohydrate and fat <ul style="list-style-type: none">• Carbohydrate• Fat | Food solution development for nutrition consumer markets <ul style="list-style-type: none">• Formulation and reformulation for nutrition consumer markets• Nutrition consumer markets |

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): <ul style="list-style-type: none">• Examination — combination response | 25% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Food & Nutrition solution | 25% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Food & Nutrition solution | 25% | Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response | 25% |

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 Arts in Practice, students embrace studies in and across the visual, performing and media arts — dance, drama, media arts, music, and visual arts. While these five disciplines reflect distinct bodies of knowledge and skills and involve different approaches and ways of working, they have close relationships and are often integrated in authentic, contemporary art-making that cannot be clearly categorised as a single arts form.

Students plan and make arts works for a range of purposes and contexts, and respond to the work created by themselves, their peers and industry professionals. When responding, students use analytical processes to identify problems and develop plans or designs for arts works. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of interdisciplinary arts practices to communicate artistic intention. They develop competency with and independent selection of art-making tools and features, synthesising ideas developed throughout the responding phase to create arts

works. Arts works may be a performance, product, or combination of both.

Pathways

Learning in 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 Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in fields such as communications, creative practice and design, and more broadly, in education, project and event management, advertising and marketing, humanities, health, recreation, law, science and technology.

Objectives

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

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

Structure

Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit.

| Unit option | Unit title |
|---------------|-------------|
| Unit option A | Issues |
| Unit option B | Celebration |
| Unit option C | Clients |
| Unit option D | Showcase |

Assessment

Students complete two assessment tasks for each unit. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit. The assessment techniques used in Arts in Practice are:

| Technique | Description | Response requirements |
|------------------------|---|--|
| Project | Students plan, make and evaluate an arts work to communicate their viewpoint about a selected issue, experiences of identity and belonging, response to a client brief, or exploration of an inspirational arts practitioner. | <p>Arts work</p> <p>A product or performance using one of the following:</p> <ul style="list-style-type: none"> • 2D, 3D, digital (static): up to 4 resolved works • Time-based, audio, moving image: up to 3 minutes • Written: up to 800 words • Composition: up to 4 minutes • Choreography: up to 4 minutes • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Performance (live or recorded): up to 4 minutes <p>Planning and evaluation of arts work</p> <p>One of the following:</p> <ul style="list-style-type: none"> • 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 <p>Spoken: up to 4 minutes, or signed equivalent</p> |
| Product or performance | Students make an arts work in response to the selected issue, celebration or event about cultural identity, a client brief, or influences as explored in the project, to communicate their ideas. | <p>Arts work</p> <p>A product or performance using one of the following:</p> <ul style="list-style-type: none"> • 2D, 3D, digital (static): up to 4 resolved works • Time-based, audio, moving image: up to 3 minutes • Written: up to 800 words • Composition: up to 4 minutes • Choreography: up to 4 minutes • Devised scene: up to 4 minutes • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Performance (live or recorded) up to 4 minutes |

Media Arts in Practice

Applied senior subject

Applied

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.

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and

media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

Pathways

Media Arts in Practice students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global media industry that is constantly adapting to new technologies, as well as more broadly in fields such as education, marketing, humanities, recreation, health and science.

Objectives

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

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

Structure

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

| Unit option | Unit title |
|---------------|---------------------|
| Unit option A | Personal viewpoints |
| Unit option B | Representations |
| Unit option C | Community |
| Unit option D | Persuasion |

Assessment

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

| Technique | Description | Response requirements |
|---------------|--|---|
| Project | Students make and evaluate a design product and plan a media artwork that reflects a purpose and context relevant to the unit. | <p>Design product Design product must represent:</p> <ul style="list-style-type: none"> • Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (see response requirements for 'Media artwork' below). <p>Planning and evaluation of design product One of the following:</p> <ul style="list-style-type: none"> • 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 |
| Media artwork | Students implement the design product from the project to make a media artwork relevant to the unit. | <p>Media artwork One of the following:</p> <ul style="list-style-type: none"> • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s |

Music in Practice

Applied senior subject

Applied

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 project-based work in various contexts.

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

Objectives

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

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

Structure

Music in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to 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: <ul style="list-style-type: none"> • 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 |

Dance

General senior subject

General

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

General

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

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

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

and social skills as they work collaboratively with others.

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

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

| Unit 3 | | Unit 4 | |
|---|-----|---|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Performance | 20% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Practice-led project | 35% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Dramatic concept | 20% | | |
| Summative external assessment (EA): 25% <ul style="list-style-type: none">• Examination — extended response | | | |

Film, Television & New Media

General senior subject

General

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

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

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

Pathways

The processes and practices of Film, Television & New Media, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.

Objectives

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

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

Structure

| 39. Unit 1 | 40. Unit 2 | 41. Unit 3 | 42. Unit 4 |
|---|--|--|--|
| Foundation <ul style="list-style-type: none"> Technologies Institutions Languages | Stories <ul style="list-style-type: none"> Representations Audiences Languages | Participation <ul style="list-style-type: none"> Technologies Audiences Institutions | Artistry <ul style="list-style-type: none"> Technologies Representations Languages |

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): • Case study investigation | 15% | Summative internal assessment 3 (IA3): • Stylistic production | 35% |
| Summative internal assessment 2 (IA2): • Multi-platform content project | 25% | | |
| Summative external assessment (EA): 25% • Examination — extended response | | | |

Music

General senior subject

General

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.

Structure

| 43. Unit 1 | 44. Unit 2 | 45. Unit 3 | 46. Unit 4 |
|---|---|--|---|
| Designs Through inquiry learning, the following is explored: <ul style="list-style-type: none"> How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition? | Identities Through inquiry learning, the following is explored: <ul style="list-style-type: none"> 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? | Innovations Through inquiry learning, the following is explored: <ul style="list-style-type: none"> How do musicians incorporate innovative music practices to communicate meaning when performing and composing? | Narratives Through inquiry learning, the following is explored: <ul style="list-style-type: none"> 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).

Summative assessments

| 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 | | | |

Music Extension

General senior subject

General

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the **Composition specialisation** (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

In the **Musicology specialisation** (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

In the **Performance specialisation** (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and realise music ideas in their performances.

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. Students develop transversal skills, becoming adaptable and innovative problem-solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world.

Pathways

A course of study in Music Extension 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.

Objectives

Common objectives

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

- analyse music
- apply literacy skills
- evaluate music.

Specialist objectives

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **composition** will also:

- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **musicology** will also:

- express meaning or ideas about music
- investigate music and ideas about music
- synthesise information.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **performance** will also:

- apply technical skills
- interpret music elements and concepts
- realise music ideas.

Structure

| 47. Unit 3 | 48. Unit 4 |
|--|---|
| Explore <ul style="list-style-type: none"> • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice | Emerge <ul style="list-style-type: none"> • Key idea 3: Independent best practice |

Assessment

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

Note: The Summative external assessment (EA): Examination — extended response is the same assessment for all three specialisations.

Summative assessments — Composition specialisation

| Unit 3 | | Unit 4 | |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1): | 20% | Summative internal assessment 3 (IA3): | 35% |
| • Composition 1 | | • Composition project | |
| Summative internal assessment 2 (IA2): | 20% | | |
| • Composition 2 | | | |
| Summative external assessment (EA): 25% <ul style="list-style-type: none"> • Examination — extended response | | | |

Summative assessments — Musicology specialisation

| Unit 3 | | Unit 4 | |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1): | 20% | Summative internal assessment 3 (IA3): | 35% |
| • Investigation 1 | | • Musicology project | |
| Summative internal assessment 2 (IA2): | 20% | | |
| • Investigation 2 | | | |
| • Summative external assessment (EA): 25% <ul style="list-style-type: none"> • Examination — extended response | | | |

Summative assessments — Performance specialisation

| Unit 3 | | Unit 4 | |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1): | 20% | Summative internal assessment 3 (IA3): | 35% |
| • Performance 1 | | • Performance project | |
| Summative internal assessment 2 (IA2): | 20% | | |
| • Performance 2 | | | |
| Summative external assessment (EA): 25% <ul style="list-style-type: none"> • Examination — extended response | | | |

Visual Art

General senior subject

General

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

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

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

Structure

| 49. Unit 1 | 50. Unit 2 | 51. Unit 3 | 52. Unit 4 |
|--|---|---|--|
| Art as lens <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects | Art as code <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions | Art as knowledge <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed | Art as alternate <ul style="list-style-type: none"> • 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).

Summative assessments

| 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 | | | |



Connect 'n' Grow®

A WORLD WHERE HEALTH PATHWAYS HAPPEN THROUGH QUALITY EDUCATION

RTO 40518

THE S.E.L.F PROGRAM INFORMATION

S.E.L.F Program

Congratulations on partnering with Connect 'n' Grow® with the S.E.L.F Program. The S.E.L.F program aims to ensure students have a solid foundation in self awareness and thus reducing anxiety, increases self-confidence and supports students to achieve a sense of wellbeing and happiness in order to be successful in a life of their choosing.

The S.E.L.F program could be included in year 10 careers programs or pastoral care to year 10, 11 or 12 students with a focus on wellbeing or making connections for future study and/or employment.

As the course is not linked to VET competencies, it can be delivered by teachers, or other appropriate school personnel or visiting experts. Non-teaching staff will comply with the blue card requirements of Queensland.

Further information on the S.E.L.F Program can be found on our website [here](#).

Helpful Information:

- Students receive 1 QCE Point on completion.
- The minimum time for this course is 55 hours and can be up to 12 months or longer.
- Whilst there is no specified cut-off date, any enrolment after Term 3 – Week 2 will require approval from the Connect 'n' Grow® School Relationships Manager.
- The units the S.E.L.F program covers are:

MODULE 1

Discover
your unique
identity

MODULE 2

Emotional
intelligence

MODULE 3

The truth
about your
values

MODULE 4

Your
purpose and
passion

MODULE 5

Using
choice and
responsibility

MODULE 6

Personal
Wellbeing

CnG/NAT/AD/SOP_05_IN08

Stages of Enrolment

1. SELF Partnership

- Schools to identify commencement for the S.E.L.F program with our Connect 'n' Grow® Growth & Development team
- S.E.L.F Partnership Agreement is sent to school and signed by both parties.
- School to provide details on how many students will be undertaking the S.E.L.F program, when they wish to commence and who the key contact (deliverer) will be.
- The key contact person (deliverer) will have access to our Trainer Portal on the Connect 'n' Grow® website [here](#). The password is **self-program** (case sensitive)

2. Pre-Enrolment:

- S.E.L.F Program booklets will be sent to the school for each student completing the S.E.L.F program, based on the numbers provided by the School.
- The School will also receive a complimentary copy of the book "Hiding In The Shade: Discover your purpose. Follow your dreams." written by Kathryn Wiseman.
- Students to be provided an enrolment link from their key contact (deliverer) - Each student who is provided a booklet must enrol via this enrolment link to complete and receive a certificate of completion.

3. Initial Enrolment:

- When completing the enrolment link, students will need a copy of their LUI number.
- Once students have completed the enrolment form they will receive an email welcoming them to the S.E.L.F program with a link to our website with a password to access resources for the course.

4. Fees

- ** Please note this fee is waived for Partner Schools completing our Health/Community Services Program in 2024.
- The license and support fee is \$1000.00 per annum and is invoiced to the school in Term 1 of the first year of delivery and is valid for the term of agreement.
- A per student resource fee of \$70.00 will be invoiced on postage of the student learner resource to the Partner School.

5. Completion of Course:

- Once the student has completed the S.E.L.F booklet, Both student and key contact (deliverer) must complete the student profile and student declaration on the back page of the booklet.
- The declaration must then be emailed to self@connectngrow.edu.au
- Once declaration is received and processed by Connect 'n' Grow®, students will be issued a certificate.
- Connect 'n' Grow® will report to Queensland Curriculum Assessment Authority (QCAA) as per the reporting deadlines issued by QCAA.

If you have any questions throughout the course our team are happy to help.
Please email admin@connectngrow.edu.au or phone 1300 283 662.

Vocational Education and Training

This section details the Vocational Education and Training (VET) courses available in the Senior School. VET courses lead to nationally recognised qualifications but do not count directly toward university entry, however a Certificate III can contribute toward an ATAR score.

The courses outlined below are available through this school. While these courses are delivered by external providers, the enrolment process and ongoing support for you as a student will be through the College.

VET courses are based on specific Units of competency, with the successful completion of a number of units of competency leading to qualification. Results for Units of competency are 'Competent' and 'Not Yet Competent'. Where students have been deemed 'Not Yet Competent' on an assessment item, that item (or an alternative) will need to be attempted and submitted again, until the student has gained competence in the particular skill or knowledge being assessed.

Assessment instruments in these courses will always be focused on 'real world' situations, and will reflect current work practices in a range of industries.

The VET qualifications contained in this booklet are current. Should a new version of a Qualification be released, a plan to transition to a new version for students who do not complete before the expiry date will be put into place.

Funding for the Certificate II qualifications is available through VETis funding provided by government. This funding is available to any student who has not previously engaged in any Certificate II qualification.

The full cost of a Certificate III is payable by the student and no funding is available.

NOTE: If you are enrolling in a VET Certificate, you must create a USI on enrolment.

Certificate III in Fitness SIS30321

This Course is being delivered in Partnership with External RTO: Binnacle Training
RTO 31319



Certificate

Course Overviews

This qualification provides the skills and knowledge for an individual to be competent in a range of activities functions requiring autonomous work within a defined range of exercise instruction situations and activities.

Students are expected to successfully complete all Units of competency listed below during the 2 year course of study, to be awarded the Certificate III Fitness. Upon successful completion of this course, Students will be competent in a range of essential skills such as undertaking client health assessments planning and delivering fitness programs and conducting group fitness sessions community and commercial fitness settings.

Duration

Two Years

Course Units

To attain a Certificate III in Fitness, 16 Units of competencies must be achieved:

| UNITCOOE | UNIT NAME |
|------------|--|
| SISXIND002 | Maintain sport, fitness and recreation industry knowledge |
| HLTWHS001 | Participate in work place health and safety |
| SISXEMR001 | Respond to emergency situations |
| SISXIND001 | Work effectively in sport, fitness and recreation environments |
| BSBSUS211 | Participate in sustainable work practices |
| SISFFIT047 | Use anatomy and physiology knowledge to support safe and effective exercise |
| BSBOPS304 | Deliver and monitor a service to customers |
| BSBPEF301 | Organise personal work priorities |
| SISFFIT035 | Plan group exercise sessions |
| SISFFIT036 | Instruct group exercise sessions |
| SISFFIT032 | Complete pre-exercise screening and service orientation |
| SISFFIT033 | Complete client fitness assessments |
| SISFFIT052 | Provide healthy eating information |
| SISFFIT040 | Develop and instruct gym-based exercise programs for individual clients |
| HLTAID011 | Provide First Aid (This course is delivered over a block by a qualified school staff member via the agreement with Binnacle Training. Participants must be the minimum age of 14 years and undertake practical training and assessments at floor level which includes demonstrating CPR on a manikin for at least two minutes) |

This Subject Outline is to be read in conjunction with Binnacle's Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services. To access Binnacle's PDS, visit <http://www.binnacletraining.com.au/rto> and select 'RTO Files'. The Certificate will be issued through Binnacle Training on successful completion of the course.

Assessment Techniques

Assessment will be delivered using a variety of techniques including: Practical assessment, written tasks. Exams, Teacher observation. Teacher questioning

Entry Requirements

Each student must obtain a (free) 'Working with Children' Student Blue Card (a requirement of official enrolment). You will need a customer reference number (CRN) and photo from the Department of Transport and Main Roads (TMR) before you apply for your blue card (there is no fee for the CRN or the photo).

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content.

Special Requirements

Students should have a high level of knowledge of sport and high level of ability in playing sport and/or a significant interest in playing or administration of sport.

Career Opportunities and Pathways

The Certificate III in Fitness is an entry-level program that leads to expertise in sport and recreation. Graduates would be highly suited to entry-level positions such as a Fitness Instructor, Fitness Trainer, Fitness Specialist, PCYC/GYM Instructors and Coaching and Sports Trainees. This course also provides a pathway to careers in sport and health science at University by establishing a track record in tertiary education. TAFE: Certificate IV and Diploma in related industry areas including Sport and recreation, Community Recreation Fitness Sport Development Sport Coaching, Sport Trainer, Universities Degrees, Exercise Science, Science and Physiotherapy.

Cost:

There are course fees of \$365 per student, as well as \$55 for the First Aid certificate, which is part of the qualification. This course fee is payable by the end of Semester 1 2025. NOTE: cost is based on 2024 prices and may be subject to change

Course fees for students who undertake a VET Certificate in partnership with an external provider will not be refunded once the transfer of funds has occurred from the College to the external provider.

HSSC Disclaimer:

The College must have certain teachers and equipment to run this course and the related qualifications. The school retains the rights to cancel the vocational component of the course if it is unable to meet the requirements."

Certificate II in Outdoor Recreation SIS20219



Stand Alone VET Certificate Course

This Course is being delivered in Partnership with
External RTO: TAFE Queensland

RTO 0275



Certificate

Description

This qualification provides the skills and knowledge for an individual to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities. Work may be undertaken as part of a team and would be performed under supervision. Work would be undertaken in field locations such as camps or in indoor recreation centres or facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

The following are indicative job roles for this qualification:

- Outdoor activity assistant
- Outdoor participant.

Assessment

Assessment includes a combination of written assignments, multiple choice and short answers to questions and practical observation.

Qualification

There are no qualification requirements to this course

Requirements

A current first aid certificate – HLTAID003 Provide first aid, is a core Unit and is required before commencing the course.

Units of Competence (at time of printing)

| Unit Code | Unit Name | |
|------------|---|----------|
| HLTWHS001 | Participate in workplace health and safety | Core |
| SISOFLD001 | Assist in conducting recreation sessions | Core |
| SISOFLD002 | Minimise environmental impact | Core |
| SISXIND002 | Maintain sport, fitness and recreation industry knowledge | Core |
| SISOBWG001 | Bushwalk in tracked environments | Elective |
| HLTAID003 | Provide first aid | Elective |
| SISOCNE001 | Paddle a craft using fundamental skills | Elective |
| SISXEMR001 | Respond to emergency situations | Elective |
| SISCAQU002 | Perform basic water rescues | Elective |
| SISXCAI001 | Provide equipment for activities | Elective |
| SISXFAC001 | Maintain equipment for activities | Elective |

It must be noted that there is Duplication of Learning between the Certificate III in Fitness and Certificate II in Outdoor Recreation. This means, students will attain a maximum of 8 QCE points should they choose to study both courses.

MEM20422 Certificate II in Engineering Pathways

Registered Training Organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960



BLUEDOGTRAINING



QCE Points: 4

Description

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

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

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs to be done in a safe manner for each learner and those around them.

Eligibility - Cost

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200.

Please refer to the Blue Dog Training Website for information on their refund policy.

https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training are responsible for all training and assessment.

Core

| | |
|-----------|--|
| MEM13015 | Work safely and effectively in manufacturing and engineering |
| MEMPE005 | Develop a career plan for the engineering and manufacturing industries |
| MEMPE006 | Undertake a basic engineering project |
| MSAENV272 | Participate in environmentally sustainable work practices |

Elective

| | |
|-----------|---|
| MEM11011* | Undertake manual handling |
| MEM16006* | Organise and communicate information |
| MEM16008* | Interact with computing technology |
| MEM18001* | Use hand tools |
| MEM18002* | Use power tools/hand held operations |
| MEMPE001 | Use engineering workshop machines |
| MEMPE002 | Use electric welding machines |
| MEMPE007 | Pull apart and re-assemble engineering mechanisms |

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

Notes:

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

More information about this qualification is available at:

<https://training.gov.au/Training/Details/MEM20422>

CPC10120 Certificate I in Construction / CPC20220 Certificate II in Construction Pathways

Registered training organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960



Certificate

QCE Points: up to 4

Description

The dual construction qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

The units of competency within the dual qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The dual 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.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Eligibility - Cost

CPC10120 Certificate I in Construction is eligible for funding through the Department of Employment, Small Business and Training (DESBT) who provide funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200.

CPC20220 Certificate II in Construction Pathways is not currently eligible for funding through the Department of Employment, Small Business and Training (DESBT). This portion of the Dual Qualification is being delivered by Blue Dog Training as a pilot program to 2024 enrolments and will **not incur a fee for service cost**.

Please refer to the Blue Dog Training Website for information on their refund policy.

https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Blue Dog Training are responsible for all training and assessment.

| Unit Code | Unit Name | CPC10120 | CPC20220 |
|--------------|--|----------|----------|
| CPCCWHS1001# | Prepare to work safely in the construction industry | ✓ | |
| CPCCCM2005* | Use construction tools and equipment | ✓ | |
| CPCCOM1014 | Conduct workplace communication | ✓ | |
| CPCCOM2001* | Read and interpret plans and specifications | ✓ | |
| CPCCCM2004* | Handle construction materials | ✓ | ✓ |
| CPCCCM1011 | Undertake basic estimation and costing | ✓ | ✓ |
| CPCCOM1012 | Work effectively and sustainably in the construction industry | ✓ | ✓ |
| CPCCOM1013 | Plan and organise work | ✓ | ✓ |
| CPCCVE1011* | Undertake a basic construction project | ✓ | ✓ |
| CPCCWHS2001 | Apply WHS requirements, policies and procedures in the construction industry | ✓ | ✓ |
| CPCCOM1015 | Carry out measurements and calculations | ✓ | ✓ |
| CPCCCA2002* | Use carpentry tools and equipment | | ✓ |
| CPCCCM2006 | Apply basic levelling procedures | | ✓ |
| CPCCWF2002* | Use wall and floor tiling tools and equipment | | ✓ |

Notes:

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

➤ Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

➤ # Mandatory Workplace Health and Safety (WHS) training - The unit CPCCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training VETiS program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information can be found about each of these individual qualifications at:

<https://training.gov.au/Training/Details/CPC10120>

<https://training.gov.au/Training/Details/CPC20220>

Certificate II in Electrotechnology (Career Starter) UEE22020



Certificate

RTO: DGT Employment and Training
(RTO Number:1719)
<https://www.dgt.org.au/>

Description:

The Certificate II in Electrotechnology is a gateway into the electrical trade. Known as a pre-apprenticeship, this course will give student's hands-on project experience to help them develop the wide-range of skills required for many electrical trade jobs. This course is the perfect grounding for a career in the electrical trade

Employment Outcomes:

- Electrotechnology Apprentice
- Trades Assistance

Training and Assessment Delivery:

This course will be delivered at HSSC by qualified trainers and assessors from DGT.

Secondary students are enrolled as a student with DGT and their qualification or statement of attainment is issued by DGT.

Training and assessment are via a blended mode of delivery which compromises both on-line training and face-to-face training.

DGT Trainers and assessors will attend the College on a structured basis throughout the school year.

Cost:

Certificate II in Electrotechnology (Career Starter) eligible for funding through the Department of Employment, Small Business and Training (DESBT) who provide funding for secondary school students to complete one (1) approved VETiS qualification while at school.

QLD State Government VETiS funding is only available for one Certificate II qualification for each student.

Certificate II in Horticulture AHC20422

RTO: DGT Employment and Training
(RTO Number: 1719)
<https://www.dgt.org.au/>



Certificate

Description:

This course will allow students to gain an introduction to the horticulture industry by acquiring real-world skills and knowledge in how to:

- Recognise, propagate, pot up and plant different plants
- Prune shrubs and small trees
- Treat weeds, pest and disease
- Care for nursey plants
- Maintain indoor plants and plant display

Employment Outcomes:

- landscaper
- Nursery assistant
- Parks and garden assistant

Training and Assessment Delivery:

- This course will be delivered at HSSC by qualified trainers and assessors from DGT.
- Secondary students are enrolled as a student with DGT and their qualification or statement of attainment is issued by DGT.
- Training and assessment are via a blended mode of delivery which compromises both on-line training and face-to-face training.
- DGT Trainers and assessors will attend the College on a structured basis throughout the school year

Cost:

- Certificate II in Electrotechnology (Career Starter) eligible for funding through the Department of Employment, Small Business and Training (DESBT) who provide funding for secondary school students to complete one (1) approved VETiS qualification while at school.

QLD State Government VETiS funding is only available for one Certificate II qualification for each student.

Certificate II in Community Services CHC22015



RTO: Aurora Training Institute
RTO Number: 32237
<https://aurora.edu.au>



Certificate

Description:

This qualification may be used as a pathway for workforce entry as community services workers who provide a first point of contact and assist individuals in meeting their immediate needs.

Employment Outcomes:

- Support Worker
- Care Service Employee
- Personal Care Assistant
- Community Services Contact Officer

Course Delivery

The CHC22015 - Certificate II in Community Services is delivered within 6 - 12 months in a face-to-face group-based environment with weekly classroom sessions at the school. Learning resources are delivered to students electronically on a cloud-based platform.

Eligibility Criteria

To be eligible to enrol in the VET in Schools program, you must:

- Be enrolled at school (year 10, 11 or 12); and
- Be a Queensland resident; and
- Be an Australian or New Zealand Citizen, or Australian permanent resident (including humanitarian entrants), or a temporary resident with the necessary visa and work permits on the pathway to permanent residency; and
- Have not already exhausted Certificate II VETiS funding.

QLD State Government VETiS funding is only available for one Certificate II qualification for each student.

Course Requirements

To achieve a CHC22015 - Certificate II in Community Services, a total of 9 units must be completed including 5 core units and 4 elective units as listed below.

Core Units

| | |
|-----------|--|
| CHCCOM001 | Provide first point of contact |
| CHCCOM005 | Communicate and work in health or community services |
| CHCDIV001 | Work with diverse people |
| HLTWHS001 | Participate in workplace health and safety |
| BSBWOR202 | Organise and complete daily work activities |

Elective Units

| | |
|-----------|---|
| FSKLRG09 | Use strategies to respond to routine workplace problems |
| FSKRDG10 | Read and respond to routine workplace information |
| BSBTWK201 | Work effectively with others |
| HLTWHS006 | Manage personal stressors in the work environment |

Certificate II in Health Support Services HLT23215



RTO: Aurora Training Institute
RTO Number: 32237
<https://aurora.edu.au>



Certificate

Description:

The HLT23215 - Certificate II in Health Support Services (Health Administration) provides you with the fundamental skill set to start your career in the healthcare industry. This course will provide you with the skills required to work at an entry level position within a variety of support service roles. Successful completion of this course will also provide you with the foundation skills needed to undertake further study in the healthcare industry

Employment Outcomes:

- Health Services Assistant
- Admissions Clerk (Health Services)
- Health Administrative Worker
- Health Support Services Worker
- Client Assistant

Course Delivery

The Certificate II in Health Support Services is delivered within a 12 months in a face-to-face group-based environment with weekly classroom sessions at the school.

Learning resources are delivered to students electronically on a cloud-based platform.

Eligibility Criteria

To be eligible to enrol in the VET in Schools program, you must not have already exhausted Certificate II VETiS funding.

QLD State Government VETiS funding is only available for one Certificate II qualification for each student.

Course Requirements

To achieve a HLT23215 - Certificate II in Health Support Services (Health Administration), 12 units must be completed including 4 core units and 8 elective units.

Core Units

| | |
|-----------|--|
| CHCCOM005 | Communicate and work in health or community services |
| CHCDIV001 | Work with diverse people |
| HLTINF001 | Comply with infection prevention and control policies and procedures |
| HLTWHS001 | Participate in workplace health and safety |

Elective Units

| | |
|-----------|---|
| BSBADM101 | Use business equipment and resources |
| BSBCUS201 | Deliver a service to customers |
| BSBINM201 | Process and maintain workplace information |
| BSBWOR202 | Organise and complete daily work activities |
| BSBWOR204 | Use business technology |
| BSBFLM312 | Contribute to team effectiveness |
| BSBWOR203 | Work effectively with others |
| BSBCMM211 | Apply communication skills |



Highfields State
Secondary College