# CENTENARY STATE HIGH SCHOOL



# Senior Subject Handbook
# 2027 + 2028

# Introduction

The purpose of this guide is to support schools through the provision of a resource that guides students and parents/carers in Years 11 and 12 subject selection. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of a school's curriculum offerings.

Schools design curriculum programs that provide a variety of opportunities for students while catering to individual schools' contexts, resources, students' pathways and community expectations.

The information contained in this booklet is a summary of the approved General, Applied, General (Senior External Examinations) and Short Courses syllabuses. Schools that require further detail about any subject should access the syllabuses from the QCAA portal.

Before distribution, it is recommended that schools review, delete and add to the information to personalise the subject guide for each school context.

# 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 five types of senior subject syllabuses — Applied, General, General (Extension), General (Senior External Examination) 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 General (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.

## General (Senior External Examination) syllabuses

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

### Short Course syllabuses

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

## 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.

Students may 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.

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

# 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.

## 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.

### 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.

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.

### 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.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study.

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.

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.

### External assessment

External assessment is summative. 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.

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%.

# General (Senior External Examination) syllabuses

## Course overview

General (Senior External Examination) (SEE) subjects consist of individual subject examinations in a range of language and non-language subjects, conducted across Queensland in October and November each year.

The syllabuses are developmental courses of study consisting of four units. Each syllabus unit has been developed with a notional teaching, learning and assessment time of 55 hours.

A General (SEE) syllabus sets out the aims, objectives, learning experiences and assessment requirements for each examination subject.

Students/candidates may enrol in a General (SEE) subject:

- to gain credit towards a QCE
- to meet tertiary entrance or employment requirements
- for personal interest.
- General (SEE) subjects are for Year 12 students, candidates under 17 years who are not at school, and adults.

### Students

#### School

These are students who are:

in the **final year of senior secondary schooling** (Year 12)

- enrolled in a Queensland secondary school, and
- unable to study particular subjects at their school because the subjects are not taught or there is a timetable clash.

#### Non-school

These are candidates who:

- are **less than 17 years** of age
- are Queensland residents
- are not enrolled in a Queensland secondary school
- have not completed Year 12, and
- do not hold a Queensland Certificate of Education (QCE) or Senior Statement.

## Eligibility — school students

Eligible Year 12 students can sit a maximum of *two* General (SEE) subject examinations in their Year 12 year of schooling.

Year 12 students wishing to register for General (SEE) subjects must do so through their secondary school. The school principal will determine students' eligibility based on information in the QCAA memorandum.

### Tuition

School students must obtain appropriate tuition in examination subjects. They must discuss tuition arrangements with school staff at the start of the school year. Tuition may be available from their secondary school, an after-hours language school, a teaching centre or a tutor. A registering school that provides tuition to a student must monitor the student's progress. It is the school's responsibility to register their students for SEE examinations. **Applications from language schools or tutors will not be accepted.**

## Eligibility — candidates less than 17 years

Candidates less than 17 years of age wishing to register for General (SEE) subjects:

- must reside in Queensland
- must be less than 17 years by the end of the year in which they propose to take the examination
- must not be enrolled currently in a Queensland secondary school
- must apply to establish their eligibility.
- If eligible, candidates may register for a maximum of *three* General (SEE) subjects in one calendar year.

### Tuition

Although these candidates may sit examinations without tuition, QCAA recommends that they obtain tuition to maximise their chances of success.

Non-school candidates can study at an examination teaching centre, with a private tutor or independently.

# Assessment

Assessment for these subjects is at the end of the course and is an external examination.

These examinations are conducted across Queensland in October and November of each year. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-calendar/sep-calendar-search.

General (SEE) results are based solely on students'/candidates' demonstrated achievement in the end-of-year examinations. Work undertaken during the year (such as class tests or assignments) is not assessed.

General (SEE) results may contribute credit to the award of a QCE and may contribute to ATAR calculations.

**Note: General (Senior External Examinations) (SEE) subjects are different from the external assessment component in General subjects in the new QCE system**.

For more information about General (Senior External Examinations), see www.qcaa.qld.edu.au/senior/see.

# Short Course syllabuses

## Course overview

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

- Short Courses are available in:
- Aboriginal & Torres Strait Islander Languages
- Career Education
- Literacy
- Numeracy.

## Assessment

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

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

# QCAA senior syllabuses

## English

**Applied**
- Essential English

**General**
- English
- English as an Additional Language
- Literature

**General (Extension)**
- English & Literature Extension

**Short Course**
- Literacy

## Health and Physical Education

**Applied**
- Sport & Recreation

**General**
- Health
- Physical Education

## Humanities and Languages

**Applied**
- Social & Community Studies

**General**
- Ancient History
- Legal Studies
- Modern History
- Chinese

## Mathematics

**Applied**
- Essential Mathematics

**General**
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

**Short Course**
- Numeracy

## Sciences

**Applied**
- Science in Practice

**General**
- Biology
- Chemistry
- Physics

- Psychology

## Applied Technology

**Applied**

- Early Childhood Studies
- Fashion
- Furnishing Skills
- Hospitality Practices
- Industrial Graphics Skills
- Information & Communication Technology

**General**

- Design
- Engineering
- Food & Nutrition

## The Arts

**Applied**

- Dance in Practice
- Drama in Practice
- Visual Arts in Practice

**General**

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

**General (Extension)**

- Music Extension

## Business Technology

**Applied**

- Information & Communication Technology

**General**

- Accounting
- Business
- Digital Solutions
- Economics

# Essential English

## Applied senior subject

Applied

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 mode

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Language that works**<br>• Responding to texts<br>• Creating texts | **Texts and human experiences**<br>• Responding to texts<br>• Creating texts | **Language that influences**<br>• Creating and shaping perspectives on community, local and global issues in texts<br>• Responding to texts that seek to influence audiences | **Representations and popular culture texts**<br>• Responding to popular culture texts<br>• Creating representations of Australian identifies, places, events and concepts |

## Assessment

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

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

### Summative assessments

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

# English

## General senior subject

General

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**<br>• Texts in contexts<br>• Language and textual analysis<br>• Responding to and creating texts | **Texts and culture**<br>• Texts in contexts<br>• Language and textual analysis<br>• Responding to and creating texts | **Textual connections**<br>Conversations about issues in texts<br>Conversations about concepts in texts. | **Close study of literary texts**<br>• Creative responses to literary texts<br>• 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):<br>• Spoken persuasive response | 25% | Summative internal assessment 3 (IA3):<br>• Examination — extended response | 25% |
| Summative internal assessment 2 (IA2):<br>• Written response for a public audience | 25% | Summative external assessment (EA):<br>• Examination — extended response | 25% |

# English as an Additional Language

## General senior subject

General

The subject English as an Additional Language is designed to develop students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides students with opportunities to develop higher-order thinking skills through interpretation, analysis and creation of varied literary, non-literary, media and academic 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 SAE for the purposes of responding to and creating literary and non-literary texts
- development of language skills required for English language learners to be competent users of written and spoken English in a variety of contexts including academic contexts suitable for tertiary studies
- skills to make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre
- 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 a study of a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment and appreciation of the English language.

The English as an Additional Language syllabus values and affirms the diversity of languages, interests, background knowledge and abilities that EAL students bring to the classroom. Students for whom this course is intended have the right to learn and succeed within a curriculum that is sensitive to and inclusive of their prior learning and experiences.

The syllabus also recognises the histories of Aboriginal peoples and Torres Strait Islander peoples and the multiple languages they have spoken and continue to speak in Australia. It acknowledges that Aboriginal peoples and Torres Strait Islander peoples communicate in a variety of ways that are deeply embedded in their collective histories and relationships.

## Pathways

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

## 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 |
|---|---|---|---|
| **Language, text and culture**<br>• Understanding texts<br>• Language and textual analysis<br>• Responding to and creating texts | **Perspectives in texts**<br>• Understanding texts<br>• Language and textual analysis<br>• Responding to and creating texts | **Issues, ideas and attitudes**<br>• Understanding texts<br>• Language and textual analysis<br>• Responding to and creating texts | **Close study of literary texts**<br>• Creative responses to literary texts<br>• 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):<br>• Examination — extended response | 25% | Summative internal assessment 3 (IA3):<br>• Imaginative response | 25% |
| Summative internal assessment 2 (IA2):<br>• Persuasive response | 25% | Summative external assessment (EA):<br>• 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**<br>• Ways literary texts are received and responded to<br>• How textual choices affect readers<br>• Creating analytical and imaginative texts | **Intertextuality**<br>• Ways literary texts connect with each other — genre, concepts and contexts<br>• Ways literary texts connect with each other — style and structure<br>• Creating analytical and imaginative texts | **Literature and identity**<br>• Relationship between language, culture and identity in literary texts<br>• Power of language to represent ideas, events and people<br>• Creating analytical and imaginative texts | **Independent explorations**<br>• Dynamic nature of literary interpretation<br>• Close examination of style, structure and subject matter<br>• 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):<br>• Examination — extended response | 25% | Summative internal assessment 3 (IA3):<br>• Imaginative response | 25% |
| Summative internal assessment 2 (IA2):<br>• Imaginative response | 25% | Summative external assessment (EA):<br>• Examination — extended response | 25% |

# English & Literature Extension

## General senior subject

General

English & Literature Extension is an extension of both the English (2025) and the Literature (2025) 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**<br>• Readings and defences<br>• Defence of a complex transformation | **Exploration and evaluation**<br>• Extended academic research paper<br>• 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):<br>• Reading and defence | 20% | Summative internal assessment 3 (IA3):<br>• Academic research paper | 35% |
| Summative internal assessment 2 (IA2):<br>• Defence of a complex transformation | 20% | Summative external assessment (EA):<br>• Examination — extended response | 25% |

# Literacy
## Short Course

Short Course

Literacy is embedded across the school curriculum and is developed through all phases of learning. The Literacy Short Course is a one-unit course of study, developed to meet the literacy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation. This course has been designed to align with Level 3 of the Australian Core Skills Framework (ACSF).

Literacy is considered integral to a person's ability to function effectively in society. It enables individuals to develop the knowledge, understanding and skills needed to interpret and create texts in a range of contexts for different audiences and purposes. Literacy is integral to learning across all areas of the curriculum and in all aspects of life.

When students become literate, they can manage situations in real contexts such as everyday life, work and further learning. They have agency in navigating their world, empowering them to become confident in interpreting, constructing and making judgments about the meanings of a range of texts. This learning should take place in contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

## Pathways

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

## Objectives

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

- comprehend ideas and information in familiar and unfamiliar texts
- communicate ideas and information.

## Structure

| Topic 1 | Topic 2 |
|---|---|
| **Personal identity**<br>Comprehend ideas and information in familiar and unfamiliar texts.<br>Communicate ideas and information. | **Workplace contexts**<br>Comprehend ideas and information in familiar and unfamiliar texts.<br>Communicate ideas and information. |

## Assessment

Schools develop *two* assessment instruments to determine the student's exit result. One task must relate to Topic 1, and the other task must relate to Topic 2.

| Topic 1: Personal identity | Topic 2: Workplace contexts |
|---|---|
| • Internal assessment option A: Written response<br>• Internal assessment option B: Spoken or multimodal response<br>• Internal assessment option C: Reading comprehension examination | |

# Sport & Recreation

## Applied senior subject

Applied

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.

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

| Technique | Description | Response requirements |
|---|---|---|
| | | Performance: up to 4 minutes<br>Evaluation<br>One of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media<br>• Spoken: up to 3 minutes, or signed equivalent<br>• Written: up to 500 words |

# Health

## General senior subject

General

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Resilience as a personal health resource** | **Peers and family as resources for healthy living**<br>• Alcohol and other drugs (elective)<br>• Body image (elective) | **Community as a resource for healthy living**<br>• Homelessness (elective)<br>• Transport safety (elective)<br>• 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):<br>• Action research | 25% | Summative internal assessment 3 (IA3):<br>• Investigation | 25% |
| Summative internal assessment 2 (IA2):<br>• Examination — extended response | 25% | Summative external assessment (EA):<br>• 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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|

| | | | |
|---|---|---|---|
| Motor learning, functional anatomy and biomechanics in physical activity<br>• Motor learning in physical activity<br>• Functional anatomy and biomechanics in physical activity | Sport psychology and equity in physical activity<br>• Sport psychology in physical activity<br>• Equity — barriers and enablers | Tactical awareness and ethics in physical activity<br>• Tactical awareness in physical activity<br>• Ethics and integrity in physical activity | Energy, fitness and training in physical activity<br>• 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):<br>• Project — folio | 25% | Summative internal assessment 3 (IA3):<br>• Project — folio | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation — report | 25% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

# Social & Community Studies

## Applied senior subject

Applied

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

| Technique | Description | Response requirements |
|---|---|---|
| Project | Students develop recommendations or provide advice to address a selected issue related to the unit context. | **Item of communication**<br>One of the following:<br>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media<br>Spoken: up to 4 minutes, or signed equivalent<br>Written: up to 600 words<br><br>**Evaluation**<br>One of the following:<br>Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media<br>Spoken: up to 3 minutes, or signed equivalent<br>Written: up to 400 words |
| Extended response | Students respond to stimulus related to issue that is relevant to the unit context. | One of the following:<br>Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media<br>Spoken: up to 7 minutes, or signed equivalent<br>Written: up to 1000 words |
| Investigation | Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response. | One of the following:<br>Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media<br>Spoken: up to 7 minutes, or signed equivalent<br>Written: up to 1000 words |

# Ancient History

## General senior subject

General

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

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

Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Legal Studies

## General senior subject

General

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**<br>Legal foundations<br>Criminal investigation process<br>Criminal trial process<br>Punishment and sentencing | **Balance of probabilities**<br>Civil law foundations<br>Contractual obligations<br>Negligence and the duty of care | **Law, governance and change**<br>Governance in Australia<br>Law reform within a dynamic society | **Human rights in legal contexts**<br>Human rights<br>Australia's legal response to international law and human rights<br>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

## General senior subject

General

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**<br>Schools select two of the following topics to study in this unit:<br>Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends)<br>Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins)<br>Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed)<br>American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed)<br>French Revolution, 1789–1799 (Estates General meets – New Consulate established)<br>Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins)<br>Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies)<br>Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty)<br>Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends)<br>Xinhai Revolution and its aftermath, 1911–1916 (Wuchang Uprising begins – | **Movements in the Modern World**<br>Schools select two of the following topics to study in this unit:<br>Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place)<br>Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law)<br>Workers' movement since the 1860s (Great Shoemakers Strike in New England begins)<br>Women's movement since 1893 (Women's suffrage in New Zealand becomes law)<br>May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins)<br>Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared)<br>Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces)<br>Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end)<br>African-American civil rights movement | **National experiences in the Modern World**<br>Schools select two of the following topics to study in this unit:<br>Australia since 1901 (Federation of Australia)<br>United Kingdom since 1901 (Edwardian Era begins)<br>France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end)<br>New Zealand since 1841 (separate colony of New Zealand established)<br>Germany since 1914 (World War I begins)<br>United States of America, 1917–1945 (entry into World War I – World War II ends)<br>Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends)<br>Japan since 1931 (invasion of Manchuria begins)<br>China since 1931 (invasion of Manchuria begins)<br>Indonesia since 1942 (Japanese occupation begins)<br>India since 1947 (Indian Independence Act of 1947 becomes law)<br>Israel since 1917 (announcement of the Balfour Declaration)<br>South Korea since 1948 (Republic of Korea begins). | **International experiences in the Modern World**<br>Schools select one of the following topics to study in this unit:<br>Australian engagement with Asia since 1945 (World War II in the Pacific ends)<br>Search for collective peace and security since 1815 (Concert of Europe begins)<br>Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed)<br>Mass migrations since 1848 (California Gold Rush begins)<br>Information Age since 1936 (On Computable Numbers published)<br>Genocides and ethnic cleansings since the 1930s (Holocaust begins)<br>Nuclear Age since 1945 (first atomic bomb detonated)<br>Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins)<br>Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins)<br>Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place)<br>Space exploration since the 1950s (publication of articles focused on space travel)<br>Rights and recognition of First Peoples since 1982 (United Nations Working |

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| death of Yuan Shikai)<br>Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic)<br>Arab Spring since 2010 (Tunisian Revolution begins)<br>Alternative topic for Unit 1. | since 1954 (judgment in Brown v. Board of Education delivered)<br>Environmental movement since the 1960s (Silent Spring published)<br>LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin)<br>Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins)<br>Alternative topic for Unit 2. | | Group on Indigenous Populations established)<br>Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place).<br><br>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% |

# Chinese

## General senior subject

General

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

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

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

The ability to communicate in an additional language such as Chinese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

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

## Pathways

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

## Objectives

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

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

1 communicate using contextually appropriate Chinese.

## Structure

| • Unit 1 | • Unit 2 | • Unit 3 | • Unit 4 |
|---|---|---|---|
| 我的世界<br>**My world**<br>• Family/carers<br>• Peers<br>• Education | 探索世界<br>**Exploring our world**<br>• Travel and exploration<br>• Social customs<br>• Chinese influences around the world | 社会现象；文化和特性<br>**Our society; culture and identity**<br>• Lifestyles and leisure<br>• The arts, entertainment and sports<br>• Groups in society | 我的现在和未来<br>**My present; my future**<br>• The present<br>• Future choices |

## Assessment

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

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

### Summative assessments

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

# Essential Mathematics

## Applied senior subject

Applied

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**<br>• Fundamental topic: Calculations<br>• Number<br>• Representing data<br>• Managing money | **Data and travel**<br>• Fundamental topic: Calculations<br>• Data collection<br>• Graphs<br>• Time and motion | **Measurement, scales and chance**<br>• Fundamental topic: Calculations<br>• Measurement<br>• Scales, plans and models<br>• Probability and relative frequencies | **Graphs, data and loans**<br>• Fundamental topic: Calculations<br>• Bivariate graphs<br>• Summarising and comparing data<br>• 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):<br>• Problem-solving and modelling task | Summative internal assessment 3 (IA3):<br>• Problem-solving and modelling task |
| Summative internal assessment 2 (IA2):<br>• Common internal assessment (CIA) | Summative internal assessment (IA4):<br>• 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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Money, measurement, algebra and linear equations**<br>• Consumer arithmetic<br>• Shape and measurement<br>• Similarity and scale<br>• Algebra<br>• Linear equations and their graphs | **Applications of linear equations and trigonometry, matrices and univariate data analysis**<br>• Applications of linear equations and their graphs<br>• Applications of trigonometry<br>• Matrices<br>• Univariate data analysis 1<br>• Univariate data analysis 2 | **Bivariate data and time series analysis, sequences and Earth geometry**<br>• Bivariate data analysis 1<br>• Bivariate data analysis 2<br>• Time series analysis<br>• Growth and decay in sequences<br>• Earth geometry and time zones | **Investing and networking**<br>• Loans, investments and annuities 1<br>• Loans, investments and annuities 2<br>• Graphs and networks<br>• Networks and decision mathematics 1<br>• 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%<br>Problem-solving and modelling task | | | |
| Summative internal assessment 2 (IA2):<br>• Examination — short response | 15% | Summative internal assessment 3 (IA3):<br>• Examination — short response | 15% |
| Summative external assessment (EA): 50%<br>• Examination — combination response | | | |

# Mathematical Methods

## 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 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.

## Objectives

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

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

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Surds, algebra, functions and probability**<br>• Surds and quadratic functions<br>• Binomial expansion and cubic functions<br>• Functions and relations<br>• Trigonometric functions<br>• Probability | **Calculus and further functions**<br>• Exponential functions<br>• Logarithms and logarithmic functions<br>• Introduction to differential calculus<br>• Applications of differential calculus<br>• Further differentiation | **Further calculus and introduction to statistics**<br>• Differentiation of exponential and logarithmic functions<br>• Differentiation of trigonometric functions and differentiation rules<br>• Further applications of differentiation<br>• Introduction to integration<br>• Discrete random variables | **Further calculus, trigonometry and statistics**<br>• Further integration<br>• Trigonometry<br>• Continuous random variables and the normal distribution<br>• Sampling and proportions<br>• 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%<br>Problem-solving and modelling task | | | |
| Summative internal assessment 2 (IA2):<br>• Examination — short response | 15% | Summative internal assessment 3 (IA3):<br>• 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.

## Objectives

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

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

## Structure

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

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td colspan="4">Summative internal assessment 1 (IA1): 20%<br>Problem-solving and modelling task</td></tr>
<tr><td>Summative internal assessment 2 (IA2):<br>• Examination — short response</td><td>15%</td><td>Summative internal assessment 3 (IA3):<br>• Examination — short response</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%<br>• Examination — combination response</td></tr>
</table>

Numeracy is embedded across the school curriculum and is developed through all phases of learning. This Numeracy Short Course is a one-unit course of study, developed to meet the numeracy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation. This course has been designed to align with Level 3 of the Australian Core Skills Framework (ACSF).

Numeracy is considered integral to a person's ability to function effectively in society. It involves drawing on knowledge of the context in deciding when to use mathematics, extracting the mathematical information from the context and choosing the appropriate mathematics to use.

When students become numerate, they can manage situations or solve problems in real contexts such as everyday life, work and further learning. Students are able to identify or locate, act upon, interpret and communicate mathematical ideas and information. They learn to represent these ideas and information in a number of ways. This learning should take place in real contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

## Pathways

A course of study in Numeracy may establish a basis for further education and employment in trades, industry, business and community services.

## Objectives

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

identify and interpret mathematical information

use and apply mathematical knowledge

communicate and represent mathematical knowledge.

## Structure

| Topic 1 | Topic 2 |
|---|---|
| **Personal identity and community**<br>Identify and interpret mathematical information in the context of personal identity and community.<br>Use and apply mathematical knowledge in the context of personal identity and community.<br>Communicate and represent mathematical knowledge in the context of personal identity and community. | **Workplace and employment**<br>Identify and interpret mathematical information in the context of workplace and employment.<br>Use and apply mathematical knowledge in the context of workplace and employment.<br>Communicate and represent mathematical knowledge in the context of workplace and employment. |

## Assessment

Schools develop *two* assessment instruments from the four options below to determine the student's exit result. One task must relate to Topic 1, and the other task must relate to Topic 2.

| Topic 1: Personal identity and community | Topic 2: Workplace and employment |
|---|---|
| One of the following assessments:<br>Internal assessment option A: Project — Personal identity and community<br>Internal assessment option B: Examination — Personal identity and community | One of the following assessments:<br>Internal assessment option C: Project — Workplace and employment<br>Internal assessment option D: Examination — Workplace and employment |

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

# Biology

## General senior subject

General

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**<br>• Cells as the basis of life<br>• Exchange of nutrients and wastes<br>• Cellular energy, gas exchange and plant physiology | **Maintaining the internal environment**<br>• Homeostasis — thermoregulation and osmoregulation<br>• Infectious disease and epidemiology | **Biodiversity and the interconnectedness of life**<br>• Describing biodiversity and populations<br>• Functioning ecosystems and succession | **Heredity and continuity of life**<br>• Genetics and heredity<br>• 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

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

# Chemistry

## General senior subject

General

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**<br>• Properties and structure of atoms<br>• Properties and structure of materials<br>• Chemical reactions — reactants, products and energy change | **Molecular interactions and reactions**<br>• Intermolecular forces and gases<br>• Aqueous solutions and acidity<br>• Rates of chemical reactions | **Equilibrium, acids and redox reactions**<br>• Chemical equilibrium systems<br>• Oxidation and reduction | **Structure, synthesis and design**<br>• Properties and structure of organic materials<br>• 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):<br>• Data test | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment | 20% | | |
| Summative external assessment (EA): 50%<br>• Examination — combination response | | | |

# Physics

## General senior subject

General

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<br>• Heating processes<br>• Ionising radiation and nuclear reactions<br>• Electrical circuits | Linear motion and waves<br>• Linear motion and force<br>• Waves | Gravity and electromagnetism<br>• Gravity and motion<br>• Electromagnetism | Revolutions in modern physics<br>• Special relativity<br>• Quantum theory<br>• 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):<br>• Data test | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment | 20% | | |
| Summative external assessment (EA): 50%<br>• Examination — combination response | | | |

# Psychology

## General senior subject

General

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**<br>• The role of the brain<br>• Cognitive development | **Individual behaviour**<br>• Intelligence<br>• Diagnosis | **Individual thinking**<br>• Brain function<br>• Sensation and perception | **The influence of others**<br>• Social psychology |

| | | | |
|---|---|---|---|
| • Consciousness, attention and sleep | • Psychological disorders and treatments<br>• Emotion and motivation | • Memory<br>• Learning | • Interpersonal processes<br>• Attitudes<br>• 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

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

# Early Childhood Studies

## Applied senior subject

Applied

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

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

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

Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities responsive to the needs of children as well as exploring contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

# Fashion

## Applied senior subject

Applied

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<br>Product: fashion garment/s<br>Planning and evaluation<br>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<br>Product: inspiration/presentation board, awareness campaign that uses technology or marketing campaign<br>Planning and evaluation<br>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |

# Furnishing Skills

## Applied senior subject

Applied

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<br>Practical demonstration: the skills and procedures used in 3–5 production processes<br>Documentation<br>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<br>Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes<br>Manufacturing process<br>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |

# Hospitality Practices

## Applied senior subject

Applied

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<br>Practical demonstration: menu item<br>Planning and evaluation<br>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<br>Practical demonstration: delivery of event<br>Planning and evaluation<br>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**<br>One of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media<br>• Written: up to 1000 words |

# Industrial Graphics Skills

## Applied senior subject

Applied

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 used by Australian manufacturing and construction industries to produce products. The manufacturing and construction industries transform raw materials into products required by society. This adds value for both enterprises and consumers. Australia has strong manufacturing and construction industries that continue to provide employment opportunities.

Industrial Graphics Skills includes the study of industry practices and drawing production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing skills and procedures required to produce industry-specific technical drawings and graphical representations. 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 client expectations of drawing standards.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and furnishing industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate manual and computerised drawing skills and procedures. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

## Pathways

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

## Objectives

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

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

## Structure

Industrial Graphics 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 | Drafting for residential building |
| Unit option B | Computer-aided manufacturing drafting |
| Unit option C | Computer-aided drafting — modelling |
| Unit option D | Graphics for the construction industry |
| Unit option E | Graphics for the engineering industry |
| Unit option F | Graphics for the furnishing industry |

## Assessment

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

| Technique | Description | Response requirements |
|---|---|---|
| Practical demonstration | Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures. | Practical demonstration of drafting<br>Drawings: the drafting skills and procedures used in 3–5 production processes<br>Documentation<br>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media |
| Project | Students draft in response to a provided client brief and technical information. | Unit-specific product<br>Drawings: drawings drafted using the skills and procedures in 5–7 production processes<br>Drawing process<br>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |

# Design

## General senior subject

General

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**<br>• Designing for others | **Commercial design influences**<br>• Responding to needs and wants | **Human-centred design**<br>• Designing with empathy | **Sustainable design influences**<br>• 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):<br>• Design challenge | 20% | Summative internal assessment 3 (IA3):<br>• Project | 25% |
| Summative internal assessment 2 (IA2):<br>• Project | 30% | Summative external assessment (EA):<br>• Examination — extended response | 25% |

# Engineering

## General senior subject

General

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

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Food & Nutrition

## General senior subject

General

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Food science of vitamins, minerals and protein**<br>• Introduction to the food system<br>• Vitamins and minerals<br>• Protein | **Food drivers and emerging trends**<br>• Consumer food drivers<br>• Sensory profiling<br>• Food safety and labelling<br>• Food formulation for consumers | **Food science of carbohydrate and fat**<br>• Carbohydrate<br>• Fat | **Food solution development for nutrition consumer markets**<br>• Formulation and reformulation for nutrition consumer markets<br>• 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):<br>• Examination — combination response | 25% | Summative internal assessment 3 (IA3):<br>• Food & Nutrition solution | 25% |
| Summative internal assessment 2 (IA2):<br>• Food & Nutrition solution | 25% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

# Dance 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.

Dance is a unique art form and a powerful medium for communication that uses movement as a means of personal expression. It affects a wide range of human activities, including personal, social, cultural, health, artistic and entertainment pursuits. Dance is a growing art form that reflects Australia's cultural diversity while also allowing students to engage with established and progressive worldwide dance genres and styles. In Dance in Practice, students actively engage in dance in school and community contexts. Students are provided with opportunities to experience and build their understanding of the role of dance in and across communities. Where possible, students interact with practising performers, choreographers and dance-related artists.

Students explore and apply dance practices safely to communicate dance ideas for particular purposes and contexts, including audiences. They gain an understanding of terminology specific to dance; interpret and express ideas and intention in their own dance and the dance of others; identify problems and investigate ways to solve them; and evaluate choices made to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement.

In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school and the community. Students also respond to their own and others' dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding.

## Pathways

Learning in Dance in Practice fosters creativity, helps students develop problem-solving skills, and strengthens their imaginative, emotional, aesthetic, analytical and critical reflection capacities. It is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can collaborate to solve problems and complete project-based work in various contexts.

A course of study in Dance in Practice can establish a basis for further education and employment across a range of fields, such as creative industries, education, project and event management, marketing, health, recreation, humanities, communications, science and technology.

## Objectives

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

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

## Structure

Dance 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 | Celebration |
| Unit option B | Industry |
| Unit option C | Health |
| Unit option D | Technology |

## Assessment

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

| Technique | Description | Response requirements |
|---|---|---|
| Choreography | Students choreograph a dance for an identified group by adapting the choreography from the performance project to be suitable for a new group. | Choreography of dance<br>Choreography (live or recorded): up to 4 minutes |
| Choreographic project | Students plan, choreograph and evaluate a dance for a celebration event, a dance work for a dance industry sector, or dance video for a selected artist or audience. | Choreography of dance/dance work<br>Choreography (live or recorded): up to 4 minutes<br>Planning and evaluation of choreography<br>One of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media<br>• Written: up to 600 words<br>• Spoken: up to 4 minutes, or signed equivalent |
| Performance | Students perform a celebration dance, a dance work to showcase skills for an industry sector, or choreography for a dance video, as connected to the choreographic project. | Performance of dance, dance work/s<br>Performance (live or recorded): up to 4 minutes |
| Performance project | Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography. | Performance of dance<br>Performance (live or recorded): up to 4 minutes<br>Planning of choreography and evaluation of performance<br>One of the following:<br>• 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<br>• Spoken: up to 4 minutes, or signed equivalent |

# Drama 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.

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

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

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

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

## Pathways

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

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

| Technique | Description | Response requirements |
|---|---|---|
| Devising project | Students plan, devise and evaluate a scene for a purpose and context relevant to the unit. | Devised scene<br>Up to 4 minutes (rehearsed)<br>Planning and evaluation of devised scene<br>One of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media<br>• Written: up to 600 words<br>• Spoken: up to 4 minutes, or signed equivalent |
| Directorial project | Students plan, make and evaluate a director's brief for an excerpt of a published script relevant to the unit. | Director's brief<br>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media<br>Planning and evaluation of the director's brief<br>One of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media<br>• Written: up to 600 words<br>• Spoken: up to 4 minutes, or signed equivalent |
| Performance | Students perform an excerpt of a published script or a devised scene connected to the directorial or devising project. | Performance<br>Performance (live or recorded): up to 4 minutes |

# Visual 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.

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

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

## Pathways

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

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

| | | |
|---|---|---|
| | and context relating to the focus of the unit. | |

# 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**<br>How does dance communicate meaning for different purposes and in different contexts? | **Moving through environments**<br>How does the integration of the environment shape dance to communicate meaning? | **Moving statements**<br>How is dance used to communicate viewpoints? | **Moving my way**<br>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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):<br>• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):<br>• Dance work</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):<br>• Choreography</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%<br>• Examination — extended response</td></tr>
</table>

# 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**<br>How does drama promote shared understandings of the human experience? | **Reflect**<br>How is drama shaped to reflect lived experience? | **Challenge**<br>How can we use drama to challenge our understanding of humanity? | **Transform**<br>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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):<br>• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):<br>• Practice-led project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):<br>• Dramatic concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%<br>• Examination — extended response</td></tr>
</table>

# 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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Foundation<br>• Technologies<br>• Institutions<br>• Languages | Stories<br>• Representations<br>• Audiences<br>• Languages | Participation<br>• Technologies<br>• Audiences<br>• Institutions | Artistry<br>• Technologies<br>• Representations<br>• 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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):<br>• Case study investigation</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):<br>• Stylistic production</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):<br>• Multi-platform content project</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%<br>• Examination — extended response</td></tr>
</table>

# 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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Designs<br>Through inquiry learning, the following is explored:<br>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition? | Identities<br>Through inquiry learning, the following is explored:<br>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<br>Through inquiry learning, the following is explored:<br>How do musicians incorporate innovative music practices to communicate meaning when performing and composing? | Narratives<br>Through inquiry learning, the following is explored:<br>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

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

# 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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Art as lens<br>Concept: lenses to explore the material world<br>Contexts: personal and contemporary<br>Focus: people, place, objects | Art as code<br>Concept: art as a coded visual language<br>Contexts: formal and cultural<br>Focus: codes, symbols, signs and art conventions | Art as knowledge<br>Concept: constructing knowledge as artist and audience<br>Contexts: contemporary, personal, cultural and/or formal<br>Focus: student-directed | Art as alternate<br>Concept: evolving alternate representations and meaning<br>Contexts: contemporary, personal, cultural and/or formal<br>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):<br>Investigation — inquiry phase 1 | 20% | Summative internal assessment 3 (IA3):<br>Project — inquiry phase 3 | 30% |
| Summative internal assessment 2 (IA2):<br>Project — inquiry phase 2 | 25% | | |
| Summative external assessment (EA): 25%<br>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

| Unit 3 | Unit 4 |
|---|---|
| Explore<br>• Key idea 1: Initiate best practice<br>• Key idea 2: Consolidate best practice | Emerge<br>• 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):<br>• Composition 1 | 20% | Summative internal assessment 3 (IA3):<br>• Composition project | 35% |
| Summative internal assessment 2 (IA2):<br>• Composition 2 | 20% | | |
| Summative external assessment (EA): 25%<br>• Examination — extended response | | | |

### Summative assessments — Musicology specialisation

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Investigation 1 | 20% | Summative internal assessment 3 (IA3):<br>• Musicology project | 35% |
| Summative internal assessment 2 (IA2):<br>• Investigation 2 | 20% | | |
| Summative external assessment (EA): 25%<br>• Examination — extended response | | | |

### Summative assessments — Performance specialisation

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Performance 1 | 20% | Summative internal assessment 3 (IA3):<br>• Performance project | 35% |
| Summative internal assessment 2 (IA2):<br>• Performance 2 | 20% | | |

| |
|---|
| Summative external assessment (EA): 25%<br>• Examination — extended response |

# Information & Communication Technology

## Applied senior subject

Applied

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 |

# Accounting

## General senior subject

General

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

When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise data and other financial information, evaluate practices of financial management, solve authentic accounting problems and make and communicate recommendations.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students. Problem-solving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

## Pathways

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

## Objectives

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

- comprehend accounting concepts, principles and processes
- synthesise accounting principles and processes
- analyse and interpret financial data and information
- evaluate practices of financial management to make decisions and propose recommendations
- create responses that communicate meaning

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Real-world accounting**<br>Introduction to accounting | **Financial reporting**<br>End-of-period reporting for today's businesses | **Managing resources**<br>Cash management | **Accounting — the big picture**<br>Fully classified financial statement reporting |

| | | | |
|---|---|---|---|
| Accounting for today's businesses | Performance analysis of a sole trader business | Managing resources for a sole trader business | and analysis for a sole trader business<br>Complete accounting process for a sole trader business<br>Performance analysis of a public company |

## 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 — cash management | 25% | Summative internal assessment 3 (IA3): Examination — combination response | 25% |
| Summative internal assessment 2 (IA2): Examination — combination response | 25% | Summative external assessment (EA): Examination — combination response | 25% |

# Business

## General senior subject

General

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

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Economics

## General senior subject

General

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

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

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Digital Solutions

## General senior subject

General

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Creating with code**<br>Understanding digital problems<br>User experiences and interfaces<br>Algorithms and programming techniques<br>Programmed solutions | **Application and data solutions**<br>Data-driven problems and solution requirements<br>Data and programming techniques<br>Prototype data solutions | **Digital innovation**<br>Interactions between users, data and digital systems<br>Real-world problems and solution requirements<br>Innovative digital solutions | **Digital impacts**<br>Digital methods for exchanging data<br>Complex digital data exchange problems and solution requirements<br>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):<br>Technical proposal | 25% | Summative internal assessment 3 (IA3):<br>Digital solution | 25% |
| Summative internal assessment 2 (IA2):<br>Digital solution | 25% | Summative external assessment (EA):<br>Examination — combination response | 25% |

# MEM20422 Certificate II in Engineering Pathways

***Registered Training Organisation 31193***

| | |
|---|---|
| *Faculty:* | Applied Technology |
| *Provider:* | **Blue Dog Training (RTO 31193)** |
| *Course delivery:* | The Blue Dog Training VETiS program is delivered at Centenary State High School during timetabled classes by qualified trainers and assessors.<br>Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment.<br>Training is delivered through online theory via Blue Dog Training's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year. Participation in a Blue Dog Training VETiS program requires school approval. |
| *Course overview:* | The MEM20422 qualification introduces students to an engineering or related working environment.<br>Students develop skills and knowledge across a range of engineering and manufacturing tasks, supporting entry-level employment pathways including apprenticeships, traineeships, or general roles in the industry. |
| *Course duration:* | Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval. |
| *Prerequisites:* | NIL |
| *Cost:* | This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification.<br>Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of $1200.<br>For eligibility requirements, refer to the Blue Dog Training website:<br>https://bluedogtraining.com.au/en-au/for-schools<br>For information on the refund policy, visit:<br>https://bluedogtraining.com.au/en-au/company-policies#level-3 |
| *QCE credits:* | 4 |
| *Pathways:* | The learning program develops trade-like skills without aiming for trade-level outcomes. For example, in welding, learners are introduced to basic techniques and complete simple tasks, rather than developing trade-level theory and practice. Similarly, in machining, the focus is on |

producing a basic item using equipment such as a lathe, rather than advanced theory and practice.

The emphasis is on using engineering tools and equipment to produce or modify objects safely, ensuring the well-being of learners and others around them.

*Structure:* To attain this certificate, 12 units of competency (4 core and 8 elective) must be completed.

**Core**

| | |
|---|---|
| MEM13015 | Work safely and effectively in manufacturing and engineering |
| MEMPE005 | Develop a career plan for the engineering and manufacturing industries |
| MEMPE006 | Undertake a basic engineering project |
| MSMENV272 | Participate in environmentally sustainable work practices |

**Elective**

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

Notes:

- An asterisk (*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk.*
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- More information about this qualification is available at: https://training.gov.au/Training/Details/MEM20422

*Assessment:* 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.

# BSB20120 Certificate II in Workplace Skills

***Registered Training Organisation 30510***

| | |
|---|---|
| *Faculty:* | Business Technology |
| *Provider:* | **Centenary State High School (RTO 30510)** |
| *Course overview:* | This course is completed at Centenary State High School as a timetabled class. This entry level qualification is recommended for students who wish to increase their workplace confidence and skills. It encompasses administrative skills such as using a range of business software, technologies and devices. |
| *Course duration:* | 2 years (8 school terms)<br>Over a two-year period, students complete both Certificate II in Workplace Skills and Certificate II in Financial Services. One certificate is undertaken each year, with the order depending on the year of enrolment. Students are to select Certificate II in Workplace Skills in subject selection. |
| *Prerequisites:* | NIL |
| *Cost:* | None |
| *QCE credits:* | 4 |
| *Pathways:* | The Certificate II in Workplace Skills is recommended for students looking to gain administrative skills and be workplace ready. Students learn how to perform clerical and operational tasks while developing work-ready communication skills for any administrative position such as, but not limited to, office assistant, receptionist and junior personal assistant. |
| *Structure:* | To attain this certificate, 10 units must be completed (5 core and 5 elective):<br>**Core:**<br>BSBCMM211 – Apply communication skills<br>BSBOPS201 – Work effectively in business environments<br>BSBWHS211 – Contribute to the health and safety of self and others<br>BSBSUS211 – Participate in sustainable work practices<br>BSBPEF202 – Plan and apply time management<br>**Elective:**<br>BSBPEF201 – Support personal wellbeing in the workplace<br>BSBTEC101 – Operate digital devices<br>BSBTEC201 – Use business software applications<br>BSBTEC202 – Use digital technologies to communicate in a work environment<br>BSBTEC203 – Research using the internet |

| | |
|---|---|
| *Assessment:* | Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; written projects, online quizzes, observation of skills, oral and written questions. |

# FNS20120 Certificate II in Financial Services

***Registered Training Organisation 30510***

| | |
|---|---|
| *Faculty:* | Business Technology |
| *Provider:* | **Centenary State High School (RTO 30510)** |
| *Course overview:* | This course is completed at Centenary State High School as a timetabled class. This entry level qualification is recommended for students who wish to increase their workplace confidence and skills. It encompasses administrative skills such as using a range of business software, technologies and devices. |
| *Course duration:* | 2 years (8 school terms)<br>Over a two-year period, students complete both Certificate II in Workplace Skills and Certificate II in Financial Services. One certificate is undertaken each year, with the order depending on the year of enrolment. Students are to select Certificate II in Workplace Skills in subject selection. |
| *Prerequisites:* | NIL |
| *Cost:* | NIL |
| *QCE credits:* | 2 (will be 6 QCE credits in total with Certificate II in Workplace Skills) |
| *Pathways:* | The Certificate II in Financial Literacy is recommended for students looking to gain employment in the financial services industry. Students learn the procedures and legislation fundamental to the industry and develop work-ready communication skills for any administrative position such as, but not limited to, bank teller, personal banking advisor and collections officer. |
| *Structure:* | To attain this certificate, 8 units must be completed (4 core and 4 elective):<br>**Core:**<br>BSBCMM211 – Apply communication skills<br>BSBTEC201 – Use business software applications<br>BSBWHS211 – Contribute to the health and safety of self and others<br>FININC311 – Work together in the financial services industry<br>**Elective:**<br>BSBTEC302 – Design and produce spreadsheets<br>FNSFLT211 – Develop and use personal budgets<br>FNSFLT212 – Develop and use savings plans<br>FNSFLT213 – Develop knowledge of debt and consumer credit |
| *Assessment:* | Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; written |

projects, online quizzes, observation of skills, oral and written questions.

# BSB50120 Diploma of Business

***Registered Training Organisation 32123***

| | |
|---|---|
| *Faculty:* | Business Technology |
| *Provider:* | **Barrington College (RTO 45030)** |
| *Course overview:* | Students undertake Diploma of Business studies as a timetabled class at school alongside their regular senior school curriculum.<br>The qualification BSB50120 provides students with a sound overview of the business sector and prepares them for employment opportunities across a range of business disciplines. The Diploma can also be used as a pathway into university and may provide academic credit towards undergraduate study. |
| *Course duration:* | Up to 18 months with classes delivered at your school campus alongside self-paced study (5 – 6 terms). |
| *Prerequisites:* | C in Year 10 English |
| *Cost:* | **Domestic students:**<br>Tuition fees: $2450.00<br>Enrolment fee (non-refundable): $250.00 Total: $2700.00<br>A monthly instalment plan payment option is available for an additional charge of $100.00.<br><br>**International students:**<br>Tuition fees: $2650.00<br>Enrolment fee (non-refundable): $300.00 Total: $2950.00<br>A monthly instalment plan payment option is available for an additional charge of $100.00. |
| *QCE credits:* | 8 (complementary credits) |
| *Pathways:* | The Diploma of Business is a foundation course for further graduate studies in Business. This course can be used for possible credits towards an undergraduate degree within a similar field.<br>Employment Pathways<br>This course opens your world to endless employment pathways across many different fields, including: human resources, compliance, marketing, banking, retail, accounting, business administration and small business.<br>Possible graduate job titles include:<br>• Executive officers<br>• Program consultants<br>• Program coordinator<br>• Administrator. |
| *Structure:* | To attain this diploma, 12 units of competency (5 core and 7 elective) must be completed.<br>**Core:** |

| | |
|---|---|
| BSBCRT511 | Develop critical thinking in others |

| | |
|---|---|
| BSBFIN501 | Manage budgets and financial plans |
| BSBOPS501 | Manage business resources |
| BSBXCM501 | Lead communication in the workplace |
| BSBSUS511 | Develop workplace policies and procedures for sustainability |

**Elective:**

| | |
|---|---|
| BSBHRM525 | Manage recruitment and onboarding |
| BSBOPS504 | Manage business risk |
| BSBPMG430 | Undertake project work |
| BSBTWK503 | Manage meetings |
| BSBPEF502 | Develop and use emotional intelligence |
| BSBCMM411 | Make presentations |
| BSBMKG541 | Identify and evaluate marketing opportunities |

*Assessment:* Assessments will include e-learning, simulated work environments or any combination of these. Barrington College gathers evidence from a variety of sources, using a range of methods.

# 11426NAT Diploma of Social Media Marketing with Artificial Intelligence

***Registered Training Organisation 45322***

| | |
|---|---|
| *Faculty:* | Business Technology |
| *Provider:* | **Original Campus (RTO 45322)** |
| *Course overview:* | The 11426NAT Diploma of Social Media Marketing with Artificial Intelligence allows Year 11 students to complete a nationally recognised Diploma while finishing high school, while developing practical, in-demand digital skills.<br>Delivered online, this course fits alongside the students school timetable and can be completed using online learning videos during their allocated study periods, supported by live online classes and experienced trainers. |
| *Course duration:* | Up to 12 months (4 terms) |
| *Prerequisites:* | C in Year 10 English & Mathematics<br>Australian Citizen or permanent resident or New Zealand Citizen. |
| *Cost:* | $2750.00, enrolment fee and material fees included |
| *QCE credits:* | 8 (complementary credits) |
| *Pathways:* | This course is suitable for marketers of all levels of experience as the program will take you through all of the key elements of social media marketing. |
| *Structure:* | To attain this diploma, 12 units of competency (5 core and 7 elective) must be completed.<br>**Core:**<br>NAT11426001 – Create marketing content with artificial intelligence<br>SIRXMKT006 – Develop a social media strategy<br>NAT11426002 – Organic social media marketing with artificial intelligence<br>NAT11426003 – Paid social media advertising with artificial intelligence<br>NAT11426004 – Conversion rate optimisation with artificial intelligence<br>**Elective:**<br>BSBMKG541 – Identify and evaluate marketing opportunities<br>BSBMKG542 – Establish and monitor the marketing mix<br>BSBMKG555 – Write persuasive copy<br>SITXCCS015 – Enhance customer service experiences |
| *Assessment:* | Assessments will include e-learning, simulated work environments or any combination of these. Barrington College gathers evidence from a variety of sources, using a range of methods. |

# *10971NAT Certificate IV in Justice Studies*

***Registered Training Organisation 40789***

| | |
|---|---|
| *Faculty:* | Senior School |
| *Provider:* | **Professional Investigators College of Australasia (PICA) (RTO 40789)** |
| *Course overview:* | This nationally recognised qualification (10971NAT Certificate IV in Justice Studies) is available via online self-paced learning methods or as part of your timetabled lessons at school.<br>Certificate IV in Justice Studies is an accredited course. The Certificate IV in Justice Studies is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system. |
| *Course duration:* | 2 years (8 school terms)<br>You will have until the 1st October of your Year 12 year, to complete the course. |
| *Prerequisites:* | C in Year 10 English |
| *Cost:* | $750.00 up-front fee<br><br>Refund Policy: Refund for students exiting a certificate course is on prorate basis related to the unit/s of competency covered (less a $50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College principal and are at the discretion of the principal. |
| *QCE credits:* | 8 |
| *Pathways:* | The Certificate IV in Justice Studies is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as, but not limited to, the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations. |
| *Structure:* | To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed.<br>**Core:** |

| | |
|---|---|
| NAT10971001 | Provide information and referral advice on justice-related issues. |
| NAT10971002 | Prepare documentation for court proceedings |
| NAT10971003 | Analyse social justice issues |
| BSBXCM401 | Apply communication strategies in the workplace |
| PSPREG033 | Apply Regulatory Powers |
| BSBLEG421 | Apply understanding of the Australian Legal System |

**Elective:**

| | |
|---|---|
| PSPLEG006 | Encourage compliance with legislation in the public sector |
| PSPETH007 | Uphold and support the values and principles of public service |
| PSPREG035 | Produce formal record of interview |
| PSPREG010 | Prepare a brief of evidence |

*Assessment:* Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; written projects, online quizzes, and written questions.

# HLT23221 Certificate II in Health Support Services

***Registered Training Organisation 31193***

| | |
|---|---|
| *Faculty:* | Senior School |
| *Provider:* | **Mater Education (RTO 31193)** |
| *Course overview:* | The qualification provides students with an introduction to the health care sector.<br>Mater Education's Vocational Education and Training in Schools (VETiS) program gives students the opportunity to study and learn about a range of roles in the industry and gain real-world experience, working alongside qualified healthcare professionals in acute hospital settings.<br>The program has been designed by Mater's expert team of educators, providing knowledge and skills in some key foundation areas, such as, medical terminology, transportation of patients, making beds, and communication. |
| *Course duration:* | 6 months (2 school terms), one day per week at school<br>Over a two-year period, students complete the Certificate II in Health Support Servies and Certificate III in Health Services Assistance. Students are to select Certificate III in Health Services Assistance in subject selection. |
| *Prerequisites:* | Student will need to be immunised for the following communicable disease:<br>• COVID-19 |
| *Cost:* | This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification. The HLT23221 Certificate II in Health Support Services is listed on the Queensland Government's Priority Skills list for VETiS funded delivery by approved pre-qualified suppliers.<br>This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Mater Education VETiS program, students must:<br>• be currently enrolled in secondary school<br>• permanently reside in Queensland<br>• 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<br>• not already completing or have already completed a funded VETiS course with another registered training organisation.<br><br>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 Mater Education. Fee for service cost = $3160.00 (invoiced to the partner school). |

*QCE credits:* 4

*Pathways:* Entry into Certificate III in Health Services Assistance

*Structure:* To attain this certificate, 12 units of competency (4 core, 7 electives and 1 import) must be completed.

**Core:**

| | |
|---|---|
| CHCCOM005 | Communicate and work effectively in community and health |
| CHCDIV001 | Work with diverse people |
| HLTINF006 | Apply basic principles and practices of infection prevention and control |
| HLTWHS001 | Participate in workplace health and safety |

**Elective:**

| | |
|---|---|
| CHCCCS020 | Respond effectively to behaviours of concern |
| CHCCCS026 | Transport individuals |
| CHCCCS010 | Maintain a high standard of service |
| CHCCCS012 | Prepare and maintain beds |
| HLTAID009 | Provide cardiopulmonary resuscitation (import) |
| BSBOPS203 | Deliver a service to customers |
| BSBPEF202 | Plan and apply time management |
| HLTWHS005 | Conduct manual tasks safely |

*Assessment:* Training and assessment are via Mater Education's mode of delivery which comprises both face-to-face classroom-based training and simulated training conducted in a simulated ward at the school's Health Hub.

Mater Education reports back to the school on a regular basis on student's progress throughout the duration of the course. Mater Education is responsible for all training and assessment.

# HLT33115 Certificate III in Health Services Assistance

***Registered Training Organisation 31193***

*Faculty:* Senior School

*Provider:* **Mater Education (RTO 31193)**

*Course overview:* The qualification HLT33115 provides students with knowledge and skill in developing team effectiveness, assisting patients with mobility, understanding medical terminology, and organisational skill required to work in the health care sector.

Mater Education's Certificate III in Health Services Assistance course will arm students with knowledge and skills needed to work in a range of assistant-style roles — from jobs as a patient care attendant or an assistant in nursing, through to orderly and wards person positions.

*Course duration:* 10 weeks (1 term), one day per week at school

*Prerequisites:* Certificate II in Health Services Assistance

*Cost:* Certificate IIII Health Services Assistance Gap Program fee: $980.00 (invoiced to the partner school).

*QCE credits:* 2 (6 in total when combined with Certificate II in Health Support Services)

*Pathways:* A range of assistant-style roles, including, but not limited to:

- Assistant in nursing
- Patient care attendant
- Personal carer
- Orderly
- Wards person.

*Structure:* To attain this certificate, 15 units of competency (7 core, 7 electives and 1 import) must be completed.

**Core:**

| | | |
|---|---|---|
| CHCCOM005 | Communicate and work effectively in community and health | Credit transfer |
| CHCDIV001 | Work with diverse people | Credit transfer |
| HLTINF006 | Apply basic principles and practices of infection prevention and control | Credit transfer |
| HLTWHS001 | Participate in workplace health and safety | Credit transfer |
| BSBMED301 | Interpret and apply medical terminology appropriately | To be delivered |
| BSBWOR301 | Organise personal work priorities and development | To be delivered |
| HLTAAP001 | Recognise healthy body systems | To be delivered |

**Elective:**

| | | |
|---|---|---|
| CHCCCS020 | Respond effectively to behaviours of concern | Credit transfer |
| CHCCCS026 | Transport individuals | Credit transfer |
| CHCCCS010 | Maintain a high standard of service | Credit transfer |
| CHCCCS012 | Prepare and maintain beds | Credit transfer |
| HLTAID009 | Provide cardiopulmonary resuscitation | Credit transfer |
| BSBOPS203 | Deliver a service to customers (Import) | Credit transfer |
| CHCCCS002 | Assist with movement | To be delivered |
| BSBFLM312 | Contribute to team effectiveness | To be delivered |

*Assessment:* Training and assessment are via Mater Education's mode of delivery which comprises both face-to-face classroom-based training and simulated training conducted in a simulated ward at the school's Health Hub.

Mater Education reports back to the school on a regular basis on student's progress throughout the duration of the course. Mater Education is responsible for all training and assessment.

# *Binnacle Training RTO 31319 - SIS30321 Certificate III in Fitness + SIS20321 Certificate II in Sport Coaching*

***Registered Training Organisation 31319***

| | |
|---|---|
| *Faculty:* | Health and Physical Education |
| *Provider:* | **Binnacle Training** |
| *Course overview:* | This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.<br>Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).<br>Students facilitate programs within their school community including:<br>• Community fitness programs<br>• Strength and conditioning for athletes and teams<br>• 1-on-1 and group fitness sessions with male adults, female adults and older adult clients<br><br>PDS Declaration: This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The sets out the services and training products Binnacle Training as RTO provides, and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). Access Binnacle's disclosure statement here.<br>Third Party Services Statement: The school has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training. |
| *Course duration:* | 2 years.<br>Over 7 school terms, students complete the Certificate II in Sport Coaching and Certificate III in Fitness. Students are to select Certificate III in Fitness in subject selection. |
| *Prerequisites:* | Certificate II in Sport Coaching.<br>LLND Statement: A Language, Literacy and Digital Numeracy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product. |
| *Cost:* | $495.00 per person (Cert II entry qualification = $395.00 + Cert III Gap Fee = $100.00 (+ First Aid $75.00) |
| *QCE credits:* | Maximum 8 QCE Credits |
| *Pathways:* | This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor). |

*Structure:* To attain this certificate, 15 units of competency (11 core and 4 elective) must be completed.

Core:

| | |
|---|---|
| HLTAID011 | Provide First Aid |
| BSBOPS304 | Deliver and monitor a service to customers |
| BSBPEF301 | Organise personal work priorities |
| HLTWHS001 | Participate in workplace health and safety |
| SISFFIT032 | Complete pre-exercise screening and service orientation |
| SISFFIT033 | Complete client fitness assessments |
| SISFFIT035 | Plan group exercise sessions |
| SISFFIT036 | Instruct group exercise sessions |
| SISFFIT040 | Develop and instruct gym-based exercise programs for individual clients |
| SISFFIT047 | Use anatomy and physiology knowledge to support safe and effective exercise |
| SISFFIT052 | Provide healthy eating information |

Elective:

| | |
|---|---|
| BSBSUS211 | Participate in sustainable work practices |
| SISSPAR009 | Participate in conditioning for sport |
| SISXEMR003 | Respond to emergency situations |
| SISSSCO001 | Conduct sport coaching sessions with foundation level participants |
| SISXIND011 | Maintain sport, fitness and recreation industry knowledge |
| SIRXWHS001 | Work safely |
| SISSSCO002 | Work in a community coaching role |

**Additional units of competency:**

| | |
|---|---|
| BSBPEF202 | Plan and apply time management |

*Assessment:* Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; written projects, online quizzes, observation of skills, oral and written questions.

# Subject Prerequisites

| Subject | Prerequisite |
|---|---|
| **Accounting** | A ‘C’ Standard in Year 10 English & ‘C’ in Year 10 Mathematics |
| **Ancient History** | A ‘C’ Standard in Year 10 English & ‘C’ in Year 10 History |
| **Biology** | A ‘C’ Standard in Year 10 English, Mathematics & Science |
| **Business** | A ‘C’ Standard in Year 10 English |
| **Chemistry** | A ‘C’ Standard in Year 10 English, Mathematics & Science |
| **Chinese** | A ‘C’ Standard in Year 10 Chinese |
| **Dance** | A ‘C’ Standard in Year 10 English |
| **Design** | A ‘C’ Standard in Year 10 English |
| **Digital Solutions** | A ‘C’ Standard in Year 10 English & ‘C’ in Year 10 Mathematics |
| **Drama** | A ‘C’ Standard in Year 10 English |
| **Economics** | A ‘C’ Standard in Year 10 English |
| **Engineering** | A ‘C’ Standard in Year 10 English & ‘C’ in Year 10 Mathematics |
| **English** | A ‘C’ Standard in Year 10 English |
| **English as an Additional Language** | A ‘C’ Standard in Year 10 English + student must meet the EALD requirement |
| **Film, Television & New Media** | A ‘C’ Standard in Year 10 English |
| **Food & Nutrition** | A ‘C’ Standard in Year 10 English |
| **General Mathematics** | A ‘C’ Standard in Year 10 Mathematics |
| **Health** | A ‘C’ Standard in Year 10 English |
| **Legal Studies** | A ‘C’ Standard in Year 10 English |
| **Literature** | A ‘C’ Standard in Year 10 English |
| **Mathematical Methods** | A ‘C’ Standard in Year 10 Mathematics Extension |
| **Modern History** | A ‘C’ Standard in Year 10 English & ‘C’ in Year 10 History |
| **Music** | A ‘C’ Standard in Year 10 English |
| **Physical Education** | A ‘C’ Standard in Year 10 English |
| **Physics** | A ‘C’ Standard in Year 10 English, Mathematics & Science |
| **Psychology** | A ‘C’ Standard in Year 10 English, Mathematics & Science |
| **Specialist Mathematics** | A ‘B’ Standard in Year 10 Mathematics Extension |
| **Visual Art** | A ‘C’ Standard in Year 10 English |
| **Certificate IV in Justice Studies** | A ‘C’ Standard in Year 10 English |
| **Diploma in Business** | A ‘C’ Standard in Year 10 English |
| **Diploma in Social Media Marketing** | A ‘C’ Standard in Year 10 English & Mathematics |