



# Years 11 and 12 Subject Handbook (2026-27)

## Pathways for Education and Training

### QCE: Qld Certificate of Education

### Senior Assessment



## **Introduction**

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

A wise choice of subjects has a vitally important bearing on results and outcomes from school, success in studies and the range of options available for further study or entry to a desired vocation. The Senior phase of learning is a very different experience. Subjects are more demanding in respect to both the quality and quantity of work required. Students need to be realistic in terms of their previous results, effort and future interests.

To assist with selecting a pathway, all students will develop a Student Education and Training Plan (SET Plan), which allows students to detail their intended learning outcomes and activities after year 10. The SET Plan will be completed in conjunction with the subject selection process.

This handbook provides a brief outline of the subjects available in Year 11 and 12 at Alexandra Hills State High School.

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

## **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 <https://www.qcaa.qld.edu.au/senior>.

### **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.

The school will assist and track students' progress towards their QCE during Year 11 and 12. Students can also track their progress through their learning accounts using their Learning Unique Identifier (LUI). Learning accounts are accessed through the myQCE Student portal.

### **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 three types of senior subject syllabuses — Applied, General and General (Extension). Results in Applied and General subjects and 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.

### **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.

## **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
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

## **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 information & communication technologies (ICT) skills.

## **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.

## **Australian Tertiary Admission Rank (ATAR) eligibility**

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

- best five 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 Sound Level of Achievement in one of the following subjects: English, Essential English.

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.

## Subject offerings and Prerequisites

Students are required to choose:

- An **ENGLISH** subject
- A **MATHEMATICS** subject
- 4 other General / Applied/ Certificate offerings

The number of students choosing the subject will determine final subject offerings. If a subject does not attract the minimum number of students required, the subject will not be offered. In this case, the student will be notified and requested to choose another subject.

| Faculty Area                   | Subject  | Type of Subject    | Pre-requisites (minimum requirement)  |
|--------------------------------|--|--------------------|---|
| <b>English</b>                 | English  | <b>General</b>     | C in Year 10 English  |
|                                | Essential English  | <b>Applied</b>     | Nil   |
| <b>Mathematics</b>             | General Mathematics  | <b>General</b>     | C in Year 10 Pre General Maths  |
|                                | Mathematical Methods   |                    | B in Year 10 Pre Mathematical Methods   |
|                                | Specialist Mathematics   |                    | B in Year 10 Pre Mathematical Methods   |
|                                | Essential Mathematics  | <b>Applied</b>     | Nil   |
| <b>Science</b>                 | Biology  | <b>General</b>     | C in Year 10 Science; C in Year 10 English  |
|                                | Chemistry  |                    | B in Year 10 Science; C in Year 10 English; C in Year 10 Pre Mathematical Methods |
|                                | Physics  |                    | B in Year 10 Science; C in Year 10 English; C in Year 10 Pre Mathematical Methods |
|                                | Psychology   |                    | C in Year 10 Science; C in Year 10 English  |
|                                | Agricultural Practices   | <b>Applied</b>     | Nil   |
| <b>Humanities and Business</b> | Ancient History  | <b>General</b>     | C in Year 10 English  |
|                                | Geography  |                    | C in Year 10 English  |
|                                | Modern History   |                    | C in Year 10 English  |
|                                | Business Studies   | <b>Applied</b>     | Nil   |
|                                | Social and Community Studies   |                    | Nil   |
|                                | Tourism  |                    | Nil   |
|                                | Certificate III in Business<br><i>BSB30120 Binnacle Training<br/>RTO#31319</i>   | <b>Certificate</b> | C in Year 10 English  |
|                                | Diploma of Business<br><i>BSB50120 Prestige Service Training<br/>RTO#31981</i>   |                    | B in Year 10 English & in B Year 10 Maths   |
|                                | Certificate IV in Justice Studies<br><i>10971NAT Unity College<br/>RTO#32123</i> |                    | B in Year 10 English  |

| Faculty Area                         | Subject  | Type of Subject    | Pre-requisites (minimum requirement)     |
|--------------------------------------|--|--------------------|--|
| <b>Health and Physical Education</b> | Physical Education   | <b>General</b>     | C in Year 10 English; C in Year 10 HPE   |
|                                      | Sport and Recreation   | <b>Applied</b>     | Nil                                      |
|                                      | <b>Certificate III Fitness</b><br><i>SIS30315 Binnacle Training RTO#31319</i>  | <b>Certificate</b> | C in Year 10 English; C in Year 10 HPE   |
| <b>Languages</b>                     | German (BSDE)  | <b>General</b>     | C in Year 10 German                      |
|                                      | Italian  |                    | C in Year 10 Italian                     |
|                                      | Japanese   |                    | C in Year 10 Japanese                    |
| <b>Design Technologies</b>           | Design   | <b>General</b>     | C in Year 10 English; C in Year 10 Maths |
|                                      | Furnishing Skills  | <b>Applied</b>     | Nil                                      |
|                                      | Information & Communication Technology   |                    |  |
|                                      | Industrial Technology Skills   |                    | Nil                                      |
|                                      | <b>Certificate II in Construction</b><br><i>CPC20220 Adapt Education RTO #32452</i>  | <b>Certificate</b> | Nil                                      |
| <b>Digital Technologies</b>          | Digital Solutions  | <b>General</b>     | C in Year 10 English; C in Year 10 Maths |
|                                      | <b>Certificate II Engineering Pathways and Certificate III in Aviation (Remote Pilot)</b><br><i>MEM20413 &amp; AVI30419 Skills Generation, RTO#41008</i> | <b>Certificate</b> | C in Year 10 English; C in Year 10 Maths |
| <b>Practical Arts</b>                | Hospitality Practices  | <b>Applied</b>     | Nil                                      |
| <b>Performing and Visual Arts</b>    | Dance  | <b>General</b>     | C in Year 10 English                     |
|                                      | Music  |                    | C in Year 10 English                     |
|                                      | Visual Art   |                    | C in Year 10 English                     |
|                                      | Visual Arts in Practice  | <b>Applied</b>     | Nil                                      |
|                                      | Media Arts in Practice   |                    | Nil                                      |
|                                      | Drama in Practice  |                    | Nil                                      |

# Pathway options 2026/2027

In Year 11, 2026 you will have a choice of **LEARNING** or **EARNING** options.

- **STAY AT SCHOOL → LEARNING** at Alexandra Hills SHS and achieving a QCE in December 2027.

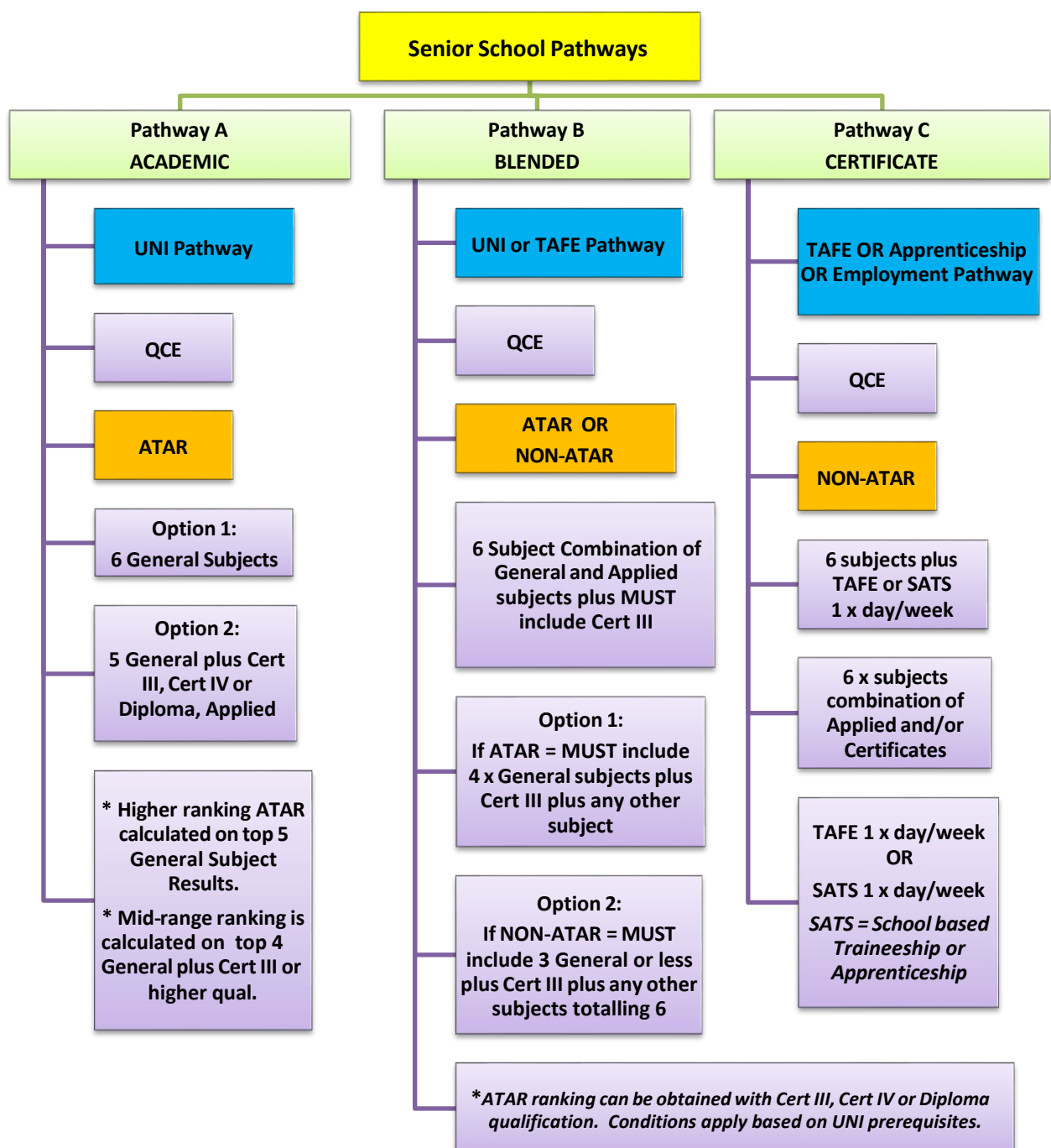
Years 11 & 12 are post-compulsory education therefore students must **attend to the school 90% target and engage in all learning and assessment or may be at risk of enrolment cancellation.**

OR

- **WORK → EARNING.** If you turn 16 and wish to leave school, you must legally be engaged in a minimum of 25 hours of employment per week.

OR

- Enrol **FULL-TIME** in a **CERTIFICATE III** at TAFE or **ENGAGE** in a **FULL-TIME** Apprenticeship/Traineeship







# GENERAL SUBJECTS

# GENERAL SUBJECTS OFFERED

## Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

### Units 1 and 2 assessments

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

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

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

### Units 3 and 4 assessments

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

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

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%.

### External assessment

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

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

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

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

## Assessment

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

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

### Summative assessments

| Unit 3  |     | Unit 4   |     |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Spoken persuasive response</li></ul>             | 25% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Examination — extended response</li></ul> | 25% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Written response for a public audience</li></ul> | 25% | Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>    | 25% |

# 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  |
|--|---|---|---|
| <b>Money, measurement, algebra and linear equations</b> <ul style="list-style-type: none"><li>• Consumer arithmetic</li><li>• Shape and measurement</li><li>• Similarity and scale</li><li>• Algebra</li><li>• Linear equations and their graphs</li></ul> | <b>Applications of linear equations and trigonometry, matrices and univariate data analysis</b> <ul style="list-style-type: none"><li>• Applications of linear equations and their graphs</li><li>• Applications of trigonometry</li><li>• Matrices</li><li>• Univariate data analysis 1</li><li>• Univariate data analysis 2</li></ul> | <b>Bivariate data and time series analysis, sequences and Earth geometry</b> <ul style="list-style-type: none"><li>• Bivariate data analysis 1</li><li>• Bivariate data analysis 2</li><li>• Time series analysis</li><li>• Growth and decay in sequences</li><li>• Earth geometry and time zones</li></ul> | <b>Investing and networking</b> <ul style="list-style-type: none"><li>• Loans, investments and annuities 1</li><li>• Loans, investments and annuities 2</li><li>• Graphs and networks</li><li>• Networks and decision mathematics 1</li><li>• Networks and decision mathematics 2</li></ul> |

## 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.

## Structure

| Unit 1  | Unit 2   | Unit 3   | Unit 4  |
|---|--|--|---|
| <b>Surds, algebra, functions and probability</b> <ul style="list-style-type: none"><li>• Surds and quadratic functions</li><li>• Binomial expansion and cubic functions</li><li>• Functions and relations</li><li>• Trigonometric functions</li><li>• Probability</li></ul> | <b>Calculus and further functions</b> <ul style="list-style-type: none"><li>• Exponential functions</li><li>• Logarithms and logarithmic functions</li><li>• Introduction to differential calculus</li><li>• Applications of differential calculus</li><li>• Further differentiation</li></ul> | <b>Further calculus and introduction to statistics</b> <ul style="list-style-type: none"><li>• Differentiation of exponential and logarithmic functions</li><li>• Differentiation of trigonometric functions and differentiation rules</li><li>• Further applications of differentiation</li><li>• Introduction to integration</li><li>• Discrete random variables</li></ul> | <b>Further calculus, trigonometry and statistics</b> <ul style="list-style-type: none"><li>• Further integration</li><li>• Trigonometry</li><li>• Continuous random variables and the normal distribution</li><li>• Sampling and proportions</li><li>• Interval estimates for proportions</li></ul> |

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| Summative external assessment (EA): 50%<br>• Examination — combination response  |     |  |     |

## 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.

# 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.

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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   |
|--|---|--|--|
| <b>Combinatorics, proof, vectors and matrices</b> <ul style="list-style-type: none"><li>• Combinatorics</li><li>• Introduction to proof</li><li>• Vectors in the plane</li><li>• Algebra of vectors in two dimensions</li><li>• Matrices</li></ul> | <b>Complex numbers, further proof, trigonometry, functions and transformations</b> <ul style="list-style-type: none"><li>• Complex numbers</li><li>• Complex arithmetic and algebra</li><li>• Circle and geometric proofs</li><li>• Trigonometry and functions</li><li>• Matrices and transformations</li></ul> | <b>Further complex numbers, proof, vectors and matrices</b> <ul style="list-style-type: none"><li>• Further complex numbers</li><li>• Mathematical induction and trigonometric proofs</li><li>• Vectors in two and three dimensions</li><li>• Vector calculus</li><li>• Further matrices</li></ul> | <b>Further calculus and statistical inference</b> <ul style="list-style-type: none"><li>• Integration techniques</li><li>• Applications of integral calculus</li><li>• Rates of change and differential equations</li><li>• Modelling motion</li><li>• Statistical inference</li></ul> |

## Assessment

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

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

### Summative assessments

| Unit 3   |     | Unit 4  |     |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul>  | 20% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Examination — short response</li></ul> | 15% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination — short response</li></ul>        | 15% |   |     |
| Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination — combination response</li></ul> |     |   |     |

# 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  |
|---|--|---|---|
| <b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>Cells as the basis of life</li> <li>Exchange of nutrients and wastes</li> <li>Cellular energy, gas exchange and plant physiology</li> </ul> | <b>Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>Homeostasis — thermoregulation and osmoregulation</li> <li>Infectious disease and epidemiology</li> </ul> | <b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>Describing biodiversity and populations</li> <li>Functioning ecosystems and succession</li> </ul> | <b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>Genetics and heredity</li> <li>Continuity of life on Earth</li> </ul> |

## Assessment

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

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

### Summative assessments

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

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

## Assessment

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

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

### Summative assessments

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

# 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  |
|---|--|---|---|
| <b>Thermal, nuclear and electrical physics</b> <ul style="list-style-type: none"><li>• Heating processes</li><li>• Ionising radiation and nuclear reactions</li><li>• Electrical circuits</li></ul> | <b>Linear motion and waves</b> <ul style="list-style-type: none"><li>• Linear motion and force</li><li>• Waves</li></ul> | <b>Gravity and electromagnetism</b> <ul style="list-style-type: none"><li>• Gravity and motion</li><li>• Electromagnetism</li></ul> | <b>Revolutions in modern physics</b> <ul style="list-style-type: none"><li>• Special relativity</li><li>• Quantum theory</li><li>• The Standard Model</li></ul> |

## Assessment

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

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

### Summative assessments

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

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   |
|--|--|--|--|
| <b>Individual development</b> <ul style="list-style-type: none"><li>• The role of the brain</li><li>• Cognitive development</li><li>• Consciousness, attention and sleep</li></ul> | <b>Individual behaviour</b> <ul style="list-style-type: none"><li>• Intelligence</li><li>• Diagnosis</li><li>• Psychological disorders and treatments</li><li>• Emotion and motivation</li></ul> | <b>Individual thinking</b> <ul style="list-style-type: none"><li>• Brain function</li><li>• Sensation and perception</li><li>• Memory</li><li>• Learning</li></ul> | <b>The influence of others</b> <ul style="list-style-type: none"><li>• Social psychology</li><li>• Interpersonal processes</li><li>• Attitudes</li><li>• Cross-cultural psychology</li></ul> |

## Assessment

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

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

### Summative assessments

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

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   |
|---|---|---|--|
| <b>Investigating the Ancient World</b> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Features of ancient societies</li> </ul> | <b>Personalities in their time</b> <ul style="list-style-type: none"> <li>• Personality from the Ancient World 1</li> <li>• Personality from the Ancient World 2</li> </ul> | <b>Reconstructing the Ancient World</b> <p>Schools select two of the following historical periods to study in this unit:</p> <ul style="list-style-type: none"> <li>• Thebes — East and West, from the 18th to the 20th Dynasty</li> <li>• The Bronze Age Aegean</li> <li>• Assyria from Tiglath Pileser III to the fall of the Empire</li> <li>• The Ancient Levant — First and Second Temple Period</li> <li>• Persia from Cyrus II to Darius III</li> <li>• Fifth Century Athens (BCE)</li> <li>• Macedonian Empire from Philip II to Alexander III</li> <li>• Rome during the Republic</li> <li>• Early Imperial Rome from Augustus to Nero</li> <li>• Pompeii and Herculaneum</li> <li>• Later Han Dynasty and the Three Kingdoms</li> <li>• The Celts and/or Roman Britain</li> <li>• The Medieval Crusades</li> <li>• Classical Japan until the end of the Heian Period</li> </ul> | <b>People, power and authority</b> <p>Schools select one of the following historical periods to study in this unit:</p> <ul style="list-style-type: none"> <li>• Ancient Egypt — New Kingdom Imperialism</li> <li>• Ancient Greece — the Persian Wars</li> <li>• Ancient Greece — the Peloponnesian War</li> <li>• Ancient Carthage and/or Rome — the Punic Wars</li> <li>• Ancient Rome — Civil War and the breakdown of the Republic</li> <li>• Ancient Rome — the Augustan Age</li> <li>• Ancient Rome — Imperial Rome until the fall of the Western Roman Empire</li> <li>• Ancient Rome — the Byzantine Empire</li> </ul> <p>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.</p> |

## Assessment

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

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

### Summative assessments

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

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

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

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

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

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the

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

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

## Pathways

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

## Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- propose action
- communicate geographical understanding using appropriate forms of geographical communication.

## Structure

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

## Assessment

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

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

### Summative assessments

| Unit 3  |     | Unit 4   |     |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul> | 25% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Data report</li></ul>                     | 25% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Field report</li></ul>                       | 25% | Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul> | 25% |



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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1  | Unit 2  | Unit 3   | Unit 4  |
|---|---|--|---|
| <p><b>Ideas in the Modern World</b></p> <p>Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> <li>• Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends)</li> <li>• Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins)</li> <li>• Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed)</li> <li>• American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed)</li> <li>• French Revolution, 1789–1799 (Estates General meets – New Consulate established)</li> <li>• Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins)</li> <li>• Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies)</li> <li>• Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty)</li> <li>• Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends)</li> <li>• Xinhai Revolution and its aftermath,</li> </ul> | <p><b>Movements in the Modern World</b></p> <p>Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> <li>• Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place)</li> <li>• Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law)</li> <li>• Workers' movement since the 1860s (Great Shoemakers Strike in New England begins)</li> <li>• Women's movement since 1893 (Women's suffrage in New Zealand becomes law)</li> <li>• May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins)</li> <li>• Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared)</li> <li>• Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces)</li> <li>• Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end)</li> </ul> | <p><b>National experiences in the Modern World</b></p> <p>Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> <li>• Australia since 1901 (Federation of Australia)</li> <li>• United Kingdom since 1901 (Edwardian Era begins)</li> <li>• France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end)</li> <li>• New Zealand since 1841 (separate colony of New Zealand established)</li> <li>• Germany since 1914 (World War I begins)</li> <li>• United States of America, 1917–1945 (entry into World War I – World War II ends)</li> <li>• Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends)</li> <li>• Japan since 1931 (invasion of Manchuria begins)</li> <li>• China since 1931 (invasion of Manchuria begins)</li> <li>• Indonesia since 1942 (Japanese occupation begins)</li> <li>• India since 1947 (Indian Independence Act of 1947 becomes law)</li> <li>• Israel since 1917 (announcement of the Balfour Declaration)</li> <li>• South Korea since 1948 (Republic of Korea begins).</li> </ul> | <p><b>International experiences in the Modern World</b></p> <p>Schools select one of the following topics to study in this unit:</p> <ul style="list-style-type: none"> <li>• Australian engagement with Asia since 1945 (World War II in the Pacific ends)</li> <li>• Search for collective peace and security since 1815 (Concert of Europe begins)</li> <li>• Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed)</li> <li>• Mass migrations since 1848 (California Gold Rush begins)</li> <li>• Information Age since 1936 (On Computable Numbers published)</li> <li>• Genocides and ethnic cleansings since the 1930s (Holocaust begins)</li> <li>• Nuclear Age since 1945 (first atomic bomb detonated)</li> <li>• Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins)</li> <li>• Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins)</li> <li>• Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place)</li> <li>• Space exploration since the 1950s (publication of articles focused on space travel)</li> <li>• Rights and recognition of First Peoples since 1982 (United Nations Working Group on</li> </ul> |

| Unit 1  | Unit 2   | Unit 3 | Unit 4  |
|---|--|--------|---|
| <p>1911–1916 (Wuchang Uprising begins – death of Yuan Shikai)</p> <ul style="list-style-type: none"> <li>• Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic)</li> <li>• Arab Spring since 2010 (Tunisian Revolution begins)</li> <li>• Alternative topic for Unit 1.</li> </ul> | <ul style="list-style-type: none"> <li>• African-American civil rights movement since 1954 (judgment in <i>Brown v. Board of Education</i> delivered)</li> <li>• Environmental movement since the 1960s (<i>Silent Spring</i> published)</li> <li>• LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin)</li> <li>• Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins)</li> <li>• Alternative topic for Unit 2.</li> </ul> |        | <p>Indigenous Populations established)</p> <ul style="list-style-type: none"> <li>• Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place).</li> </ul> <p>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.</p> |

## 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>• Investigation             | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation                   | 25% | Summative external assessment (EA):<br>• Examination — short 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  |
|--|--|---|---|
| <b>Motor learning, functional anatomy and biomechanics in physical activity</b> <ul style="list-style-type: none"><li>• Motor learning in physical activity</li><li>• Functional anatomy and biomechanics in physical activity</li></ul> | <b>Sport psychology and equity in physical activity</b> <ul style="list-style-type: none"><li>• Sport psychology in physical activity</li><li>• Equity — barriers and enablers</li></ul> | <b>Tactical awareness and ethics in physical activity</b> <ul style="list-style-type: none"><li>• Tactical awareness in physical activity</li><li>• Ethics and integrity in physical activity</li></ul> | <b>Energy, fitness and training in physical activity</b> <ul style="list-style-type: none"><li>• Energy, fitness and training integrated in physical activity</li></ul> |

## Assessment

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

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

### Summative assessments

| Unit 3  |     | Unit 4   |     |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Project — folio</li></ul>        | 25% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project — folio</li></ul>                 | 25% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — report</li></ul> | 25% | Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul> | 25% |

# German (BSDE)

## General senior subject

General

*\*German is offered as a BSDE (Brisbane School of Distance Education) option only.*

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 German-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 German 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 German 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 German 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 German to construct meaning
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- communicate using contextually appropriate German.

## Structure

| Unit 1   | Unit 2   | Unit 3   | Unit 4   |
|--|--|--|--|
| <b>Meine Welt — My world</b> <ul style="list-style-type: none"><li>• Family/carers</li><li>• Peers</li><li>• Education</li></ul> | <b>Unsere Welt erkunden — Exploring our world</b> <ul style="list-style-type: none"><li>• Travel and exploration</li><li>• Social customs</li><li>• German influences around the world</li></ul> | <b>Unsere Gesellschaft; Kultur und Identität — Our society; culture and identity</b> <ul style="list-style-type: none"><li>• Lifestyles and leisure</li><li>• The arts, entertainment and sports</li><li>• Groups in society</li></ul> | <b>Meine Gegenwart; meine Zukunft — My present; my future</b> <ul style="list-style-type: none"><li>• The present</li><li>• Future choices</li></ul> |

## Assessment

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

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

### Summative assessments

| Unit 3   |     | Unit 4   |     |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — short response</li></ul>    | 20% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Multimodal presentation and interview</li></ul> | 30% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination — extended response</li></ul> | 25% | Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>       | 25% |

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 Italian-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 Italian 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 Italian 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 Italian 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 Italian to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Italian.

## Structure

| Unit 1  | Unit 2   | Unit 3   | Unit 4   |
|---|--|--|--|
| <b>La mia vita — My world</b> <ul style="list-style-type: none"><li>• Family/carers</li><li>• Peers</li><li>• Education</li></ul> | <b>Esplorando il mondo — Exploring our world</b> <ul style="list-style-type: none"><li>• Travel and exploration</li><li>• Social customs</li><li>• Italian influences around the world</li></ul> | <b>La nostra società; cultura e identità — Our society; culture and identity</b> <ul style="list-style-type: none"><li>• Lifestyles and leisure</li><li>• The arts, entertainment and sports</li><li>• Groups in society</li></ul> | <b>Il mio presente; il mio futuro — My present; my future</b> <ul style="list-style-type: none"><li>• The present</li><li>• Future choices</li></ul> |

## Assessment

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

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

### Summative assessments

| Unit 3   |     | Unit 4   |     |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — short response</li></ul>    | 20% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Multimodal presentation and interview</li></ul> | 30% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination — extended response</li></ul> | 25% | Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>       | 25% |

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 Japanese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

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

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1  | Unit 2   | Unit 3   | Unit 4  |
|---|--|--|---|
| <b>私の暮らし — My world</b> <ul style="list-style-type: none"><li>• Family/carers</li><li>• Peers</li><li>• Education</li></ul> | <b>私達の世界をたんけんする — Exploring our world</b> <ul style="list-style-type: none"><li>• Travel and exploration</li><li>• Social customs</li><li>• Japanese influences around the world</li></ul> | <b>私達の社会、文化とアイデンティティ — Our society; culture and identity</b> <ul style="list-style-type: none"><li>• Lifestyles and leisure</li><li>• The arts, entertainment and sports</li><li>• Groups in society</li></ul> | <b>私の現在と将来 — My present; my future</b> <ul style="list-style-type: none"><li>• The present</li><li>• Future choices</li></ul> |

## Assessment

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

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

### Summative assessments

| Unit 3   |     | Unit 4   |     |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — short response</li></ul>    | 20% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Multimodal presentation and interview</li></ul> | 30% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination — extended response</li></ul> | 25% | Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>       | 25% |

# 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   |
|--|---|--|--|
| <b>Stakeholder-centred design</b> <ul style="list-style-type: none"><li>• Designing for others</li></ul> | <b>Commercial design influences</b> <ul style="list-style-type: none"><li>• Responding to needs and wants</li></ul> | <b>Human-centred design</b> <ul style="list-style-type: none"><li>• Designing with empathy</li></ul> | <b>Sustainable design influences</b> <ul style="list-style-type: none"><li>• Responding to opportunities</li></ul> |

## Assessment

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

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

### Summative assessments

| Unit 3  |     | Unit 4  |     |
|---|-----|---|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Design challenge</li></ul> | 20% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project</li></ul>                      | 25% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Project</li></ul>          | 30% | Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — extended response</li></ul> | 25% |

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to generate digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives.

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

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

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions with users and within systems; and affect

people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

| Unit 3  |     | Unit 4   |     |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Technical proposal</li></ul> | 25% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Digital solution</li></ul>                | 25% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Digital solution</li></ul>   | 25% | Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul> | 25% |



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

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

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

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

# 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   |
|--|---|---|--|
| <b>Art as lens</b> <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: personal and contemporary</li> <li>• Focus: people, place, objects</li> </ul> | <b>Art as code</b> <ul style="list-style-type: none"> <li>• Concept: art as a coded visual language</li> <li>• Contexts: formal and cultural</li> <li>• Focus: codes, symbols, signs and art conventions</li> </ul> | <b>Art as knowledge</b> <ul style="list-style-type: none"> <li>• Concept: constructing knowledge as artist and audience</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> </ul> | <b>Art as alternate</b> <ul style="list-style-type: none"> <li>• Concept: evolving alternate representations and meaning</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> </ul> |

## 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 |     |   |     |

# APPLIED SUBJECTS

# APPLIED and APPLIED (ESSENTIAL) SUBJECTS

## Course overview

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

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

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

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

## Assessment

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

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

Applied syllabuses do not use external assessment.

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.

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

## Pathways

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

## Objectives

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

- use patterns and conventions of genres to suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.



## Structure

| Unit 1  | Unit 2  | Unit 3  | Unit 4  |
|---|---|---|---|
| <b>Language that works</b> <ul style="list-style-type: none"><li>• Responding to texts</li><li>• Creating texts</li></ul> | <b>Texts and human experiences</b> <ul style="list-style-type: none"><li>• Responding to texts</li><li>• Creating texts</li></ul> | <b>Language that influences</b> <ul style="list-style-type: none"><li>• Creating and shaping perspectives on community, local and global issues in texts</li><li>• Responding to texts that seek to influence audiences</li></ul> | <b>Representations and popular culture texts</b> <ul style="list-style-type: none"><li>• Responding to popular culture texts</li><li>• Creating representations of Australian identities, places, events and concepts</li></ul> |

## Assessment

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

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

### Summative assessments

| Unit 3  | Unit 4   |
|---|--|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Spoken response</li></ul>                  | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Multimodal response</li></ul> |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Common internal assessment (CIA)</li></ul> | Summative internal assessment (IA4): <ul style="list-style-type: none"><li>• Written response</li></ul>      |

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

## Assessment

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

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

### Summative assessments

| Unit 3  | Unit 4  |
|---|---|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul> | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul> |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Common internal assessment (CIA)</li></ul>   | Summative internal assessment (IA4): <ul style="list-style-type: none"><li>• Examination — short response</li></ul>         |

# Agricultural Practices

## Applied senior subject

Applied

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

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

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

| Technique             | Description  | Response requirements   |
|-----------------------|--|---|
| Applied investigation | Students investigate a research question by collecting, analysing and interpreting primary or secondary information. | One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li><li>• Written: up to 1000 words</li></ul>   |
| Practical project     | Students use practical skills to complete a project in response to a scenario.                                       | <b>Completed project</b><br>One of the following: <ul style="list-style-type: none"><li>• Product: 1</li><li>• Performance: up to 4 minutes</li></ul> <b>Documented process</b><br>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |

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

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

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

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

in the workplace to successfully participate in future employment.

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

## Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

## Objectives

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

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

## Structure

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

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

## Assessment

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

| Technique         | Description   | Response requirements  |
|-------------------|---|--|
| Extended response | Students respond to stimulus related to a business scenario about the unit context. | One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li><li>• Spoken: up to 7 minutes, or signed equivalent</li><li>• Written: up to 1000 words</li></ul>  |
| Project           | Students develop a business solution for a scenario about the unit context.         | <b>Action plan</b><br>One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media</li><li>• Spoken: up to 4 minutes, or signed equivalent</li><li>• Written: up to 600 words</li></ul> <b>Evaluation</b><br>One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media</li><li>• Spoken: up to 3 minutes, or signed equivalent</li><li>• Written: up to 400 words</li></ul> |

# Tourism

## Applied senior subject

Applied

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.

The term 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family.

This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal communities and Torres Strait Islander communities and tourism in their own communities.

The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social,

environmental, cultural and economic impacts of tourism; client groups and their needs and wants, and sustainable approaches in tourism. The core learning is embedded in each unit. The objectives allow students to develop and apply tourism-related knowledge through learning experiences and assessment in which they plan projects, analyse challenges and opportunities, make decisions, and reflect on processes and outcomes.

## Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

## Objectives

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

- explain tourism principles, concepts and practices
- examine tourism data and information
- apply tourism knowledge
- communicate responses
- evaluate projects.



# Structure

The Tourism course is designed around interrelated core topics and electives.

| Unit option   | Unit title                   |
|---------------|------------------------------|
| Unit option A | Tourism and travel           |
| Unit option B | Tourism marketing            |
| Unit option C | Tourism trends and patterns  |
| Unit option D | Tourism regulation           |
| Unit option E | Tourism industry and careers |

## Assessment

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

| Technique     | Description   | Response requirements  |
|---------------|---|--|
| Investigation | Students investigate a unit related context by collecting and examining data and information. | One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li><li>• Spoken: up to 7 minutes, or signed equivalent</li><li>• Written: up to 1000 words</li></ul>  |
| Project       | Students develop a traveller information package for an international tourism destination.    | <b>Product</b><br>One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li><li>• Spoken: up to 3 minutes, or signed equivalent</li><li>• Written: up to 500 words</li></ul> <b>Evaluation</b><br>One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media</li><li>• Spoken: up to 3 minutes, or signed equivalent</li><li>• Written: up to 500 words</li></ul> |

# 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.                                   | <b>Item of communication</b><br>One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media</li><li>• Spoken: up to 4 minutes, or signed equivalent</li><li>• Written: up to 600 words</li></ul> <b>Evaluation</b><br>One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media</li><li>• Spoken: up to 3 minutes, or signed equivalent</li><li>• Written: up to 400 words</li></ul> |
| Extended response | Students respond to stimulus related to issue that is relevant to the unit context.   | One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li><li>• Spoken: up to 7 minutes, or signed equivalent</li><li>• Written: up to 1000 words</li></ul>  |
| 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: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li><li>• Spoken: up to 7 minutes, or signed equivalent</li><li>• Written: up to 1000 words</li></ul>  |

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

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

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

rhythmic and expressive movement activities.

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

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

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

## Pathways

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

## Objectives

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

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes.

## Structure

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

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

## Assessment

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

| Technique   | Description   | Response requirements   |
|-------------|---|---|
| Performance | Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context. | <b>Performance</b><br>Performance: up to 4 minutes<br><b>Planning and evaluation</b><br>One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li><li>• Spoken: up to 3 minutes, or signed equivalent</li><li>• Written: up to 500 words</li></ul>     |
| Project     | Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context. | <b>Investigation and session plan</b><br>One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li><li>• Spoken: up to 3 minutes, or signed equivalent</li><li>• Written: up to 500 words</li></ul> <b>Performance</b><br>Performance: up to 4 minutes |

|  |  |  |
|--|--|--|
|  |  | <b>Evaluation</b><br>One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li><li>• Spoken: up to 3 minutes, or signed equivalent</li><li>• Written: up to 500 words</li></ul> |
|--|--|--|

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



# 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, it is 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

The Information & Communication Technology course is designed around the following topics:

| Possible Elective contexts  |   |
|---|---|
| <ul style="list-style-type: none"><li>• Robotics</li><li>• Drones and Aviation</li><li>• Web Development</li><li>• Game Design</li><li>• App Development</li><li>• Audio and Video Production</li></ul> | <ul style="list-style-type: none"><li>• Digital Imaging and Modelling</li><li>• Layout and Publishing</li></ul> |

## Assessment

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

- at least two projects
- at least one extended response.

| Project  | Extended response   |
|--|---|
| A response to a single task, situation and/or scenario.  | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.                                       |
| A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"><li>• written: 500–900 words</li><li>• spoken: 2½–3½ minutes</li><li>• multimodal: 3–6 minutes</li><li>• product: continuous class time.</li></ul> | Presented in one of the following modes: <ul style="list-style-type: none"><li>• written: 600–1000 words</li><li>• spoken: 3–4 minutes</li><li>• multimodal: 4–7 minutes.</li></ul> |

# Industrial Technology 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. Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time. Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to a variety of industries. Students learn to Applied interpret drawings and technical information, select and demonstrate safe practical production processes using hand/power tools, machinery and equipment, communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the

products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

## Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aero skills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

## Objectives

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

- Demonstrate practices, skills and procedures.
- Interpret drawings and technical information.
- Select practices, skills and procedures.
- Sequence processes.
- Evaluate skills and procedures, and products.
- Adapt plans, skills and procedures.

## Structure

Industrial Technology 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.

|                                | Units Options  |   |
|--------------------------------|--|---|
| Building & Construction Skills | Unit option A: Site preparation and foundations<br>Unit option B: Framing and cladding<br>Unit option C: Fixing and finishing<br>Unit option D: Construction in the domestic building industry | Unit option E: Construction in the commercial building industry<br>Unit option F: Construction in the civil construction industry   |
| Engineering Skills             | Unit option A: Fitting and machining Unit<br>option B: Welding and fabrication Unit<br>option C: Sheet metal working<br>Unit option D: Production in the structural engineering industry       | Unit option E: Production in the transport engineering industry<br>Unit option F: Production in the manufacturing engineering industry  |
| Furnishing Skills              | Unit option A: Furniture-making Unit<br>option B: Cabinet making Unit<br>option C: Interior furnishing   | Unit option D: Production in the domestic furniture industry<br>Unit option E: Production in the commercial furniture industry<br>Unit option F: Production in the bespoke furniture industry |
| Industrial Graphics Skills     | Unit option A: Drafting for residential building Unit<br>option B: Computer-aided manufacturing<br>Unit option C: Computer-aided drafting — modelling  | Unit option D: Graphics for the construction industry<br>Unit option E: Graphics for the engineering industry<br>Unit option F: Graphics for the furnishing industry                          |

## Assessment

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

| Technique               | Description  | Response requirements  |
|-------------------------|--|--|
| Practical demonstration | Students perform a practical demonstration and reflect on industry practices, skills and drawing procedures. | <b>Practical demonstration</b><br><br><b>Documentation</b><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.                             | <b>Unit-specific product</b><br><br><b>Documentation</b><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.  | <b>Practical demonstration</b><br>Practical demonstration: menu item<br><br><b>Planning and evaluation</b><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. | <b>Practical demonstration</b><br>Practical demonstration: delivery of event<br><br><b>Planning and evaluation</b><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.                        | <b>Investigation and evaluation</b><br>One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li><li>• Written: up to 1000 words</li></ul> |

# 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.                             | <b>Devised scene</b><br>Up to 4 minutes (rehearsed)<br><b>Planning and evaluation of devised scene</b><br>One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li><li>• Written: up to 600 words</li><li>• Spoken: up to 4 minutes, or signed equivalent</li></ul>  |
| Directorial project | Students plan, make and evaluate a director's brief for an excerpt of a published script relevant to the unit.         | <b>Director's brief</b><br>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media<br><b>Planning and evaluation of the director's brief</b><br>One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li><li>• Written: up to 600 words</li><li>• Spoken: up to 4 minutes, or signed equivalent</li></ul> |
| Performance         | Students perform an excerpt of a published script or a devised scene connected to the directorial or devising project. | <b>Performance</b><br>Performance (live or recorded): up to 4 minutes  |



# Media Arts in Practice

## Applied senior subject

Applied

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

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

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

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

## Pathways

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

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

| Technique     | Description  | Response requirements   |
|---------------|--|---|
| Project       | Students make and evaluate a design product and plan a media artwork that reflects a purpose and context relevant to the unit. | <b>Design product</b><br>Design product must represent: <ul style="list-style-type: none"><li>• Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (see response requirements for 'Media artwork' below).</li></ul> <b>Planning and evaluation of design product</b><br>One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li><li>• Written: up to 600 words</li><li>• Spoken: up to 4 minutes, or signed equivalent</li></ul> |
| Media artwork | Students implement the design product from the project to make a media artwork relevant to the unit.                           | <b>Media artwork</b><br>One of the following: <ul style="list-style-type: none"><li>• Audio: up to 3 minutes</li><li>• Moving image: up to 3 minutes</li><li>• Still image: up to 4 media artwork/s</li></ul>   |

# 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. | <p><b>Experimental folio</b><br/>Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based</p> <p>OR</p> <p><b>Prototype artwork</b><br/>2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s</p> <p>OR</p> <p><b>Design proposal</b><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</p> <p>OR</p> <p><b>Folio of stylistic experiments</b><br/>Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based</p> <p>AND</p> <p><b>Planning and evaluations</b><br/>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul> |
| Resolved artwork | Students make a resolved artwork that communicates purpose and context relating to the focus of the unit.   | <p><b>Resolved artwork</b></p> <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s</li> </ul>   |

# CERTIFICATE SUBJECTS

#### REGISTERED TRAINING ORGANISATION

Adapt Education (RTO Code: 32452)

#### DELIVERY OVERVIEW

CPC20220 Certificate II in Construction Pathways is delivered as a senior subject by qualified school staff and Adapt Education Trainers via a third-party arrangement with external Registered Training Organisation (RTO), Adapt Education. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Upon successful completion students will achieve a maximum 4 QCE credits.

#### ENTRY REQUIREMENTS

Students must have VETIS funding available or pay fee for service \$1,200 for this course.

Workplace Health & Safety and PPE clothing requirements are essential.

At enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia.

#### LANGUAGE, LITERACY AND NUMERACY SKILLS

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

#### COURSE OUTLINE

This qualification provides a pathway to the primary trades in the construction industry. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this qualification allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

This qualification is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship. Students will be required to use tools and equipment to construct a project throughout the course. The certificate course is trained and assessed by My Industry Training and the qualification issued by Adapt Education.

#### ASSESSMENT

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

Adapt Education trainers and assessors attend the school on a structured basis throughout the school year. Evidence contributing towards competency will be collected throughout the course.

#### COURSE COMPETENCIES

To achieve this qualification, a student must demonstrate competency in 10 units of competency as follows:

##### CPCCOM1012

Work effectively and sustainably in the construction industry

##### CPCCOM1013

Plan and organise work

##### CPCCOM1015

Carry out measurements and calculations

##### CPCCVE1011

Undertake a basic construction project

##### CPCCWHS2001

Apply WHS requirements, policies and procedures in the construction industry

##### CPCCCA2002

Use carpentry tools and equipment

##### CPCCCA2011

Handle carpentry materials

##### CPCCCM1011

Undertake basic estimation and costing

##### CPCCCM2004

Handle construction materials

##### CPCCCM2006

Apply basic leveling procedures

#### PATHWAYS

The Certificate I in Construction will predominantly be used by students seeking to enter into a trade pathway including carpenter, joinery, plaster, bricklayer, painter or tiler.

Students may have a better opportunity to be taken on under an apprenticeship with this pathways qualification.

#### COST

- VETIS or \$600

*\*subject to change*

This is a VETIS funded course. Students are only permitted to study one of these types of courses across year 11 and 12. The cost of studying this course alone is nil, however should a student wish to study more than one VETIS funded course, the fee for service cost will apply.



### REGISTERED TRAINING ORGANISATION

Skills Generation (RTO Code: 41008)

### DELIVERY OVERVIEW

The MEM20413 Cert II Engineering Pathways plus AVI30419 Certificate III Aviation (Remote Pilot) course is delivered as a senior subject by qualified Skills Generation and Alexandra Hills SHS staff via a third-party arrangement with external Registered Training Organisation (RTO) Skills Generation. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Upon successful completion students will achieve a maximum 8 QCE credits.

### ENTRY REQUIREMENTS

Students must have VETIS funding available, or they will need to fund the cost of the course themselves.

On enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia.

### LANGUAGE, LITERACY AND NUMERACY SKILLS

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

### COURSE OUTLINE

This qualification is relevant to the role of a Remote Pilot looking to work in a variety of industries.

It is suitable for students new to engineering, aviation and remote piloting, or learners who may have previous aviation qualifications such as recreational, private and/or commercial pilot license and wish to use their current skills to extend into a new branch of remote piloting aviation.

The course is a 2 year program and includes the opportunity to complete your RePL and Aeronautical Radio Operators Certificate after you have successfully completed the Certificate II Engineering Pathways plus Certificate III Aviation (Remote Pilot) course.

### ASSESSMENT

Program delivery will combine both class-based, self-study and workshop tasks, practical components and theory tests.

### COURSE COMPETENCIES

A minimum of 14 units of competency comprising:

- AVIY0031 Apply the principles of air law to remote aircraft systems operations.
- AVIZ0005 Apply situational awareness in remote pilot aircraft systems operations

- AVIF0021 Manage human factors in remote pilot aircraft systems operations
- AVIG0003 Work effectively in the aviation industry.
- AVIW0028 Operate and manage remote pilot aircraft systems
- AVIY0027 Operate multi-rotor remote pilot aircraft systems
- AVIZ0004 Maintain security awareness and vigilance in an aviation workplace.
- AVIY0052 Control remote pilot aircraft systems on the ground
- AVIY0023 Launch, control, and recover a remotely piloted aircraft
- AVIW0008 Conduct aerial search using remote pilot aircraft systems
- AVIW0004 Perform operational inspections on remotely piloted systems
- AVIY0053 Manage remote pilot aircraft systems energy source requirements
- AVIH0006 Navigate remote pilot aircraft systems.
- AVIH0008 Operate remote pilot aircraft systems extended visual line of sight (EVLOS)

### PATHWAYS

This qualification is not just for those wanting a career in the engineering and aviation industry. RPAS are now being used in a wide variety of industries including Agriculture, Mining, Surveying, Environmental, Building and construction, Photography, Media, Government departments, Emergency Services, just to name a few.

Students completing the Certificate III in Aviation will have the opportunity to continue their study and achieve a Remote Pilots Licence which is the licence issued by the Civil Aviation Safety Authority to fly as a commercial drone pilot. (Civil Aviation Safety Regulation (CASR) Part 101 — Unmanned aircraft and rockets and Part 101 Manual of Standards.)

### COST

- VETIS Funded

This is a VETIS funded course. Students are only permitted to study one of these types of courses across year 11 and 12. The cost of studying this course alone is nil, however should a student wish to study more than one VETIS funded course, the fee for service cost will apply.



2026 EDITION

# SIS30321 CERTIFICATE III IN FITNESS

Binnacle Training (RTO Code 31319)

## HOW DOES IT WORK

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).

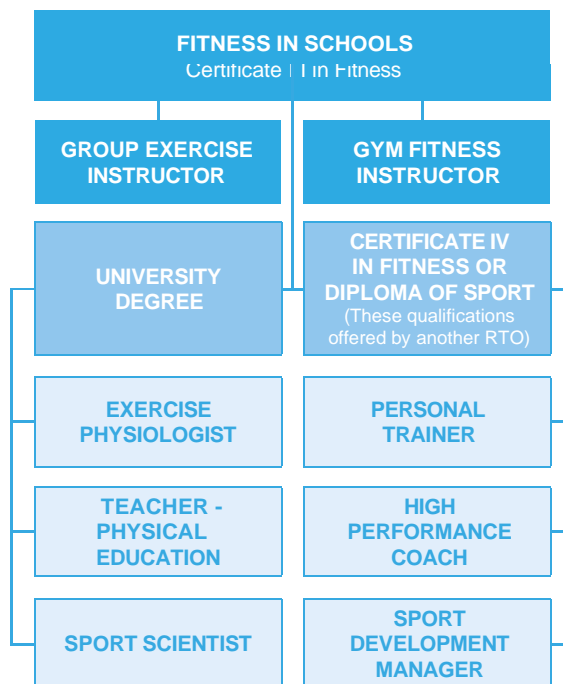
Students facilitate programs within their school community including:

- › Community fitness programs
- › Strength and conditioning for athletes and teams
- › 1-on-1 and group fitness sessions with male adults, female adults and older adult clients

## WHAT DO STUDENTS ACHIEVE?

- › SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- › The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- › Community Coaching - Essential Skills Course (non-accredited), issued by [Australian Sports Commission](#)
- › A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.
- › Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

## CAREER PATHWAYS



## SKILLS ACQUIRED

- › Client screening and health assessment
- › Planning and instructing fitness programs
- › Deliver 1-on-1 and group fitness programs
- › Exercise science and nutrition
- › Anatomy and physiology

FLEXIBLE PROGRAMS

PRACTICAL-BASED LEARNING

RESOURCES PROVIDED



**Binnacle**  
Training  
RTO CODE 31319



1300 303 715  
[admin@binnacletraining.com.au](mailto:admin@binnacletraining.com.au)





# SIS30321 CERTIFICATE III IN FITNESS

Registered Training Organisation:  
**Binnacle Training (RTO 31319)**

**Delivery Format:**  
2-Year Format

**Timetable Requirements:**  
1-Timetabled Line

**Units of Competency:**  
15 Units

**Suitable Year Level(s):**  
Year 11 and 12

**Study Mode:**  
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

**Cost (Fee-For-Service):**  
\$495.00 per person (+ First Aid \$75.00)  
=**\$570**

**QCE Outcome:**  
Maximum 8 QCE Credits

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

|        |   |
|--------|---|
| TERM 1 | TOPICS  |
|        | <div>› Introduction to the Sport, Fitness and Recreation (SFR) Industry</div> <div>› Introduction to Coaching Programs, Laws and Legislation</div>          |
|        | PROGRAMS  |
|        | <div>› Assist with Delivering Coaching Sessions (Supervisor Delivery)</div> <div>› Plan and Deliver Coaching Sessions (Student Delivery)</div>              |
| TERM 2 | TOPICS  |
|        | <div>› Introduction to Community Programs</div> <div>› Introduction to Conditioning Programs</div>  |
|        | PROGRAMS  |
|        | <div>› Community SFR Program (Student Delivery)</div> <div>› Participate in Conditioning Sessions (Supervisor Delivery)</div>                               |
| TERM 3 | TOPICS  |
|        | <div>› Working in the SFR Industry - WHS and Provide Quality Service</div> <div>› Introduction to Anatomy and Physiology - The Cardiovascular System</div>  |
|        | PROGRAMS  |
|        | <div>› Plan and Deliver Group Conditioning Sessions</div> <div>› Plan and Deliver a One-on-one Cardio Program</div>   |
| TERM 4 | TOPICS  |
|        | <div>› Anatomy and Physiology - The Musculoskeletal System</div> <div>› First Aid Course: HLTAID011 Provide First Aid</div>                                 |
|        | PROGRAMS  |
|        | <div>› Recreational Group Exercise Program</div>  |
| TERM 5 | TOPICS  |
|        | <div>› Anatomy and Physiology - Body Systems and Exercise</div> <div>› Health and Nutrition Consultations</div>   |
|        | PROGRAMS  |
|        | <div>› One-on-One Gym Program (Adolescent Client)</div> <div>› Plan and Conduct Sessions (Scenario Clients)</div>   |
| TERM 6 | TOPICS  |
|        | <div>› Screening and Health Assessments</div> <div>› Specific Population Clients (including Older Adults)</div>   |
|        | PROGRAMS  |
|        | <div>› Fitness Orientation Program: Client Orientation</div> <div>› Group Training Program: Plan and Conduct a Group Session</div>                          |
| TERM 7 | TOPICS  |
|        | <div>› N/A (Practical Term)</div>   |
|        | PROGRAMS  |
|        | <div>Group Exercise and Gym-based One-on-One and Group Sessions:</div> <div>› Female and Male Adults aged 18+; and</div> <div>› Older adults aged 55+</div> |

| UNITS OF COMPETENCY |   |            |   |
|---------------------|---|------------|---|
| HLTAID011           | Provide First Aid   | SISFFIT035 | Plan group exercise sessions  |
| HLTWHS001           | Participate in workplace health and safety                | SISFFIT036 | Instruct group exercise sessions  |
| SISXEMR003          | Respond to emergency situations                           | SISFFIT032 | Complete pre-exercise screening and service orientation                     |
| SISXIND011          | Maintain sport, fitness and recreation industry knowledge | SISFFIT033 | Complete client fitness assessments   |
| SISXCCS004          | Provide quality service                                   | SISFFIT052 | Provide healthy eating information  |
| BSBSUS211           | Participate in sustainable work practices                 | SISFFIT040 | Develop and instruct gym-based exercise programs for individual clients     |
| BSBOPS304           | Deliver and monitor a service to customers                | SISFFIT047 | Use anatomy and physiology knowledge to support safe and effective exercise |
| BSBPEF301           | Organise personal work priorities                         |            |   |

Please note this 2026 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). Please note that some training and assessment services are delivered by the School (as Third Party) and the PDS 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). To access Binnacle's PDS, please visit: [www.binnacletraining.com.au/rto](http://www.binnacletraining.com.au/rto)

Binnacle Training 2025 Course Snapshot

# 2025 EDITION

# BSB30120 CERTIFICATE III

# IN BUSINESS

## HOW DOES IT WORK

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

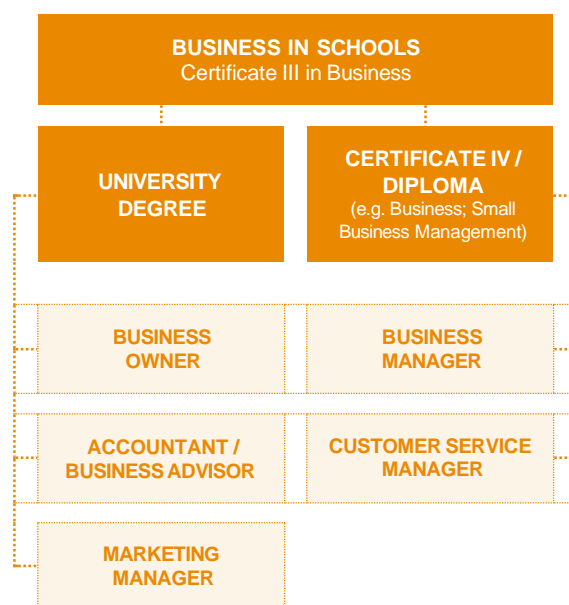
The program will be delivered through class-based tasks as well as both simulated and real business environments at the school - involving the delivery of a range of projects and services within the school community.

### This program also includes the following:

- › Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss
- › Students examine business opportunities and participate in an Industry discovery

An excellent work readiness program where students develop a range of essential workplace skills.

## CAREER PATHWAYS



## SKILLS ACQUIRED

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

## WHAT DO STUDENTS ACHIEVE?

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

FLEXIBLE PROGRAMS

PROJECT-BASED LEARNING

RESOURCES PROVIDED



**Binnacle**  
Training  
RTO CODE 31319



# BSB30120 CERTIFICATE III IN BUSINESS

Registered Training Organisation:  
**Binnacle Training (RTO 31319)**

**Delivery Format:**  
1- Year Format

**Timetable Requirements:**  
1- Timetable Line

**Please consult Binnacle Training to discuss  
Fast-Track options.**

**Units of Competency:**  
13 (6 Core Units, 7 Elective Units) plus 2  
Optional Additional Units\*

**Suitable Year Level(s):**  
Year 11 and 12

**Study Mode:**  
Combination of classroom and project-based  
learning, online learning (self-study) and  
practical work-related experience

**Cost (Fee-For-Service):**  
**\$395.00** per person **\*subject to change**

**QCE Outcome:**  
Maximum 8 QCE Credits

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

|         |   |
|---------|---|
| TERM 1  | <b>TOPICS</b>   |
|         | <ul style="list-style-type: none"> <li>› Introduction to the Business Services Industry</li> <li>› Introduction to Entrepreneurship and Business</li> <li>› Introduction to Personal Finances</li> <li>› Introduction to Tourism</li> </ul> |
| TERM 2  | <b>PROJECTS</b>   |
|         | <ul style="list-style-type: none"> <li>› Research Business Topics</li> </ul>  |
| TERM 3  | <b>TOPICS</b>   |
|         | <ul style="list-style-type: none"> <li>› Workplace Health and Safety</li> <li>› Sustainable Work Practices</li> </ul>   |
| TERM 4  | <b>PROJECTS</b>   |
|         | <ul style="list-style-type: none"> <li>› WHS Processes at the 'Go! Regional' Travel Expo</li> </ul>   |
| TERM 5  | <b>TOPICS</b>   |
|         | <ul style="list-style-type: none"> <li>› Develop and Apply Knowledge of Personal Finances</li> </ul>  |
| TERM 6  | <b>PROJECTS</b>   |
|         | <ul style="list-style-type: none"> <li>› Personal Budget for the Future</li> </ul>  |
| TERM 7  | <b>TOPICS</b>   |
|         | <ul style="list-style-type: none"> <li>› Inclusive Work Practices</li> <li>› Engage in Workplace Communication</li> </ul>   |
| TERM 8  | <b>PROJECTS</b>   |
|         | <ul style="list-style-type: none"> <li>› Inclusivity and Communication in the Workplace</li> </ul>  |
| TERM 9  | <b>TOPICS</b>   |
|         | <ul style="list-style-type: none"> <li>› Work in a Team</li> <li>› Critical Thinking Skills</li> </ul>  |
| TERM 10 | <b>PROJECTS</b>   |
|         | <ul style="list-style-type: none"> <li>› Critical Thinking at Go! Travel</li> </ul>   |
| TERM 11 | <b>TOPICS</b>   |
|         | <ul style="list-style-type: none"> <li>› Designing and Producing Business Documents</li> <li>› Producing Simple Documents</li> </ul>  |
| TERM 12 | <b>PROJECTS</b>   |
|         | <ul style="list-style-type: none"> <li>› Binnacle Boss - Business Proposal</li> </ul>   |

## UNITS OF COMPETENCY

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

## OPTIONAL ADDITIONAL UNITS OF COMPETENCY

|           |                     |           |                                   |
|-----------|---------------------|-----------|-----------------------------------|
| BSBCMM411 | Make presentations* | BSBPEF402 | Develop personal work priorities* |
|-----------|---------------------|-----------|-----------------------------------|



## **CERTIFICATE IV in Justice Studies (10971NAT)**

(RTO – Professional Investigators College of Australasia (PICA) - 40789)

| <b>Certificate IV in Justice Studies</b> |   | <b>Duration:</b> | <b>2 years</b> |
|--|---|------------------|----------------|
| <b>Qualification description:</b>        | <p>Certificate IV in Justice Studies is a nationally 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.</p> <p>Aims: The Certificate IV in Justice Studies course is designed to</p> <ul style="list-style-type: none"> <li>• Provide students with a broad understanding of the justice system</li> <li>• Develop the personal skills and knowledge that underpin employment in the justice system.</li> </ul>   |                  |                |
| <b>Entry requirements:</b>               | <p>Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.</p> <p>Attitude – students need to demonstrate independent learning skills</p> <p>Students may be required to undertake an LLN test to determine suitability and any support needs.</p>   |                  |                |
| <b>Qualification packaging rules:</b>    | To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed.   |                  |                |
| <b>Units of Competency delivered:</b>    | <ol style="list-style-type: none"> <li>1. NAT10971001 Provide information and referral advice on justice-related issues</li> <li>2. NAT10971002 Prepare documentation for court proceedings</li> <li>3. NAT10971003 Analyse social justice issues</li> <li>4. BSBXCM401 Apply communication strategies in the workplace</li> <li>5. PSPREG033 Apply Regulatory Powers</li> <li>6. BSBLEG421 Apply understanding of the Australian Legal System</li> <li>7. PSPREG006 Produce formal record of interview</li> <li>8. PSPREG010 Prepare a brief of evidence</li> <li>9. PSPLEG002 Encourage compliance with legislation in public sector</li> <li>10. PSPETH007 Uphold and support the values and principles of public service</li> </ol> |                  |                |
| <b>Learning experiences:</b>             | <p>Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies classes or via independent study in Study Lines at school. Course content is provided by the trainer and assessor. This can be in the format of online reading and activities, video/face-to-face workshops.</p> <p><b>Technology required:</b> access to the internet</p>   |                  |                |
| <b>Assessment:</b>                       | <p>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.</p>  |                  |                |
| <b>Pathways:</b>                         | <p>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 the police service, justice-related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.</p>  |                  |                |
| <b>Course Costs:</b>                     | \$750 up-front fee (current at 30 <sup>th</sup> April 2025)   |                  |                |
| <b>Further information</b>               | <p>Refund Policy: Please refer to the Student Handbook on the PICA website for the refund policy. Please note: Partial refunds will only be issued for extenuating circumstances at the discretion of the PICA CEO. A refund fee will be applied as an administration fee for requests for refund that are approved by PICA.</p>  |                  |                |

### REGISTERED TRAINING ORGANISATION

Prestige Service Training (RTO Code: 31981)

### DELIVERY OVERVIEW

BSB50120 Diploma of Business is delivered by AHSHS Teachers who are qualified to train and assess the program in partnership with Prestige Service Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results.

Upon successful completion students will achieve a maximum 8 QCE credits (complementary).

### ENTRY REQUIREMENTS

Students must pass a **Language, Literacy and Numeracy test and Digital Literacy Test** before being accepted into the course. They must have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g. Bachelor of Business). They must have good quality written and spoken communication skills and enthusiasm / motivation to participate in a range of projects.

At enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia.

### LANGUAGE, LITERACY AND NUMERACY SKILLS

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

### COURSE OUTLINE

Prestige Service Training's Diploma of Business is offered to students wanting to develop the skills and knowledge to create further educational and employment opportunities. Some of the units explored include Managing their own professional development, providing systems and processes for a safe work environment, chairing meetings, as well as setting up their own workforce.

### ASSESSMENT

This is competency-based assessment. We understand that each student learns differently and we will tailor the program to suit the needs of each individual. Focussing on their strengths and using that to build their assessments so that what they produce is understood and they can harness those skills and abilities when they enter the business world.

We will vary the activities so they have an opportunity to work in groups as well as spend some time on creating personal assessments. The Diploma takes a holistic approach from an assessment perspective allowing us to create an experience that gives students an overall picture of the most integral business functions.

### COURSE SCHEDULE

- Time Management and Running Effective Meetings
- Onboarding and Workplace Planning
- Workplace Health and Safety
- Continuous Improvement and Customer Service

### Learning Experiences

- Financial Planning
- Leadership
- Innovation and teamwork
- Presentations and Projects
- Assessing risks
- Recruitment, Onboarding and PD
- Examining business opportunities
- Marketing
- Sustainability and continuous Improvement

### PATHWAYS

Graduates will be able to use their Diploma of Business

- as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer);
- to pursue further tertiary pathways (e.g. Bachelor of Business); and
- to improve their chances of gaining tertiary entrance,
  - Approximate ATAR ranking 82.

The Diploma of Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Bachelor of Business). For example:

- Business Owner
- Business Manager
- Customer Service Manager

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Diploma to contribute towards their ATAR. For further information please visit [www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance](http://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance)

**COST - \$875= Course Fee** \*subject to change

**Pre -examination must be completed to a satisfactory standard to meet enrolments requirements.**





### OVERVIEW

#### Interested in studying TAFE whilst at School:

- If you are in year 11 or 12 and taking a vocational pathway, you may be able to complete a TAFE Queensland qualification while you are still at school.
- You can choose from a variety of certificate courses from a range of study areas; ranging from hospitality to horticulture, animal studies, health to engineering, construction, electrical and everything in between.

#### Benefits of TAFE at School:

- Fits around your high school studies and count towards your Queensland Certificate of Education (QCE).
- You will build practical skills and graduate job ready, giving you a head start in the job market.
- Completing a TAFE at School qualification gives you direct entry into any related TAFE Queensland course.
- It is also a pathway to a trade qualification and/or an apprenticeship.

During Term 3, Semester 2, the 'TAFE 2026 Course Guide' will be available.

Below is a link to the 2025 guide to give you an idea of the variety of courses that are available to you:

[Course Guide](#)

#### To enrol in a TAFE course:

- The TAFE enrolment link will be emailed to all students and parents by the Senior Schooling Department. This link provides details on how to apply for TAFE and usually comes out around early Term 3.
- Please keep an eye out and check your school email accounts for further instructions from the Senior Schooling Department on these opportunities.
- Please ensure you follow all deadlines, as this is an independent outside provider who cannot be influenced in their enrolment processes.  
Please note:
- If you intend to complete a TAFE at Schools program you are encouraged to select the TAFE box on your one school, subject selection page and also select 6 subjects.
- TAFE at Schools is a very popular program; therefore, you may not always be guaranteed a place on a course straight away. You must apply, then wait for approval by HOD Senior Schooling, be offered a place by TAFE @ Schools then enrol.
- TAFE at School programs run one day a week during term times commencing from week 3 or 4 in Term 1 and completing at the end of the school year. There is also a [mid-year intake](#) in which a notification will also be sent out by email.
- ***Only students who are adhering to the school's policies, attendance procedures and have their school fees paid up to date will be approved to undertake TAFE at Schools programs.***

If you have any enquires regarding TAFE at Schools program, please visit the Senior Schooling Centre.



## OVERVIEW

Students interested in studying a school-based apprenticeship or traineeship (SATs) whilst at school:

- A SAT is an opportunity for a full-time student both academically and vocationally bound in years 11 and 12 to begin training for a vocational qualification whilst still at school.
- It allows students to engage in paid work for an employer and undertake training towards a nationally recognised qualification, while completing school studies.
- The areas available are numerous and include traditional trade areas as well as growing areas such as IT, health, business, hospitality and many more.
- Qualifications are usually Certificate II and III courses.
- SATs are fully funded by the government under the user choice program.
- SATs are paid positions that will provide experience and improve confidence in the workplace, all whilst working towards a chosen career.
- SATs provide 2, 4, or 6 and up to 8 QCE points depending on course studied.
- As part of the requirements of school-based apprenticeships or traineeships, students must work a minimum of 50 days, 7.5 hours per week average over a 12-month period.
- Each course has minimum nominal work hours to complete, from 50, 75, 100 or 150 days depending on the course studied.
- Impact on a student's timetable can range and are tailored to suited to the individual student and employer requirements. This can be structured as below:
  - *One or more days a week working and attending school on the remaining days.*
  - *For blocks of time depending on employer requirements and student's timetable.*
  - *On weekends, during school holidays or after school.*
  - *On Wednesday afternoon.*
- Theory training is conducted by a training organisation (SRTO) and can occur during school hours.
- The SRTO will allocate a teacher or a contact person who will assist the student with assignments and monitor progress either individually / in a group, at school / in the workplace or at the SRTO office.
- Whilst the government attempts to provide free training for school-based apprentices and trainees, there may be some additional costs like uniforms, equipment, and transport and study materials to consider.

## How to apply or start a School-based Traineeship or Apprenticeship:

- Interested students should check their school emails regularly and apply for any position of interest, with an up-to-date resume.
- Another way to obtain an apprenticeship or traineeship position is to contact people in the industry yourself and offer them a resume. Make phone calls, ask your current employer, ask friends and relatives and try to use these connections. Sometimes family businesses are the ideal place to start looking.
- Work Experience is another way to indicate to a potential employer that you are keen and reliable. This work experience (unpaid work) allows both the student and employer to have a 'trial' before signing up. The school can help you find work experience – visit the Senior Schooling Office.
- If you find an employer, the rest is easy. Complete the School-Based Apprenticeship and Traineeship form available from the Senior Schooling Office and the school will arrange a time for the official sign-up, which will require attendance by the student, a parent/guardian, the employer and a representative from one of the four Australian Apprenticeship Centres.

Please note....

***Only students who are adhering to the school's policies, attendance procedures and have their school fees paid up to date will be approved to undertake school-based traineeships and apprenticeships.***

- The Industry Liaison Officer is located in the Senior Schooling Office in C Block if you require any more information on SATs and work experience.

## ENTRY REQUIREMENTS

At enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia.

## LANGUAGE, LITERACY AND NUMERACY SKILLS

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



Queensland Government