

Year 11 & 12

SUBJECT INFORMATION

2024/25



CAIRNS
State High
The best we can be.

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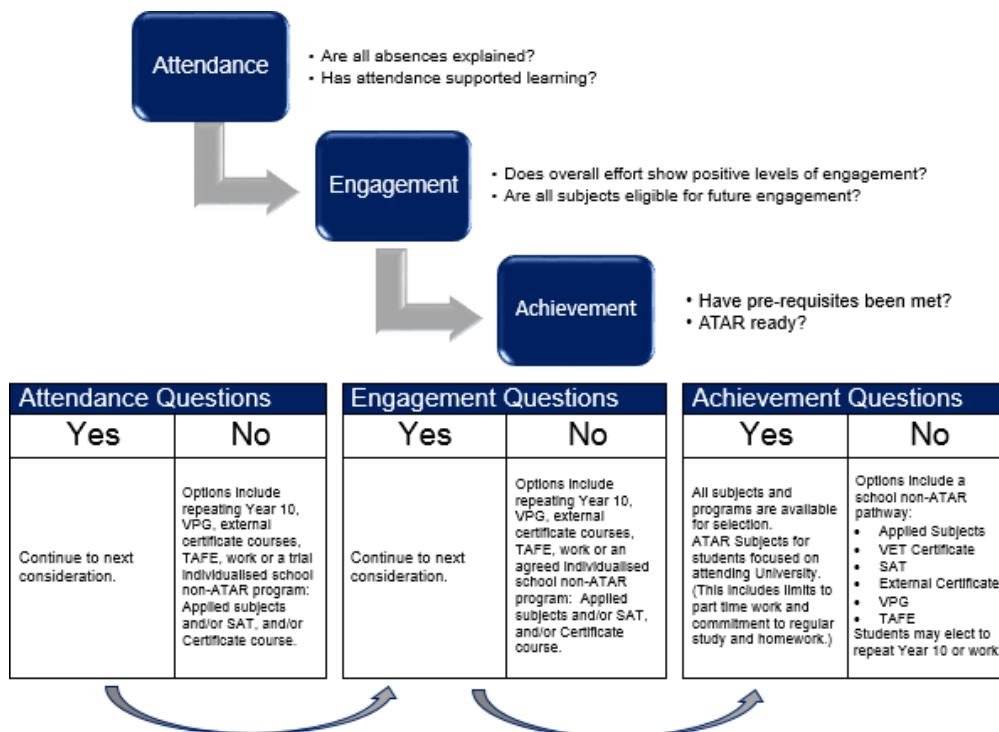
Students engage in their first formal year of Senior in Year 11. There are a number of ways your success is supported:

- Year 11 and 12 students participate in workshops to assist develop study habits.
- Expectations are clearly laid out in the 'Senior Secondary' Agreement which is completed and returned within the first three weeks of starting the year.
- Teachers provide ongoing positive feedback and early intervention.
- All students have their levels of attendance monitored fortnightly.
- At the end of Term 1, Semester 1 and then Semester 2, student achievement is reviewed as well as effort and behaviour. Individual plans are then developed for improvement should they be necessary.
- QCE is monitored each semester. Students are made aware of their level of risk and are case managed.
- Outstanding improvement is acknowledged by the DP Head of Senior Secondary.
- Students who achieve a GPA of 5.0 (All A standard) are awarded 'Academic Honours' by the Executive Principal and recognised by the community.
- An ATAR program is for university entry. Students undertaking this program need to commit to genuine study weekly. It is not a back-up plan, rather a serious course of study.
- Students may attempt an ATAR course by exception with the agreement of the Principal. In these cases, a four week trial period will be put in place. If successful, the student will be permitted to continue in the program otherwise will move to a non-ATAR program which includes an extensive range of options.
- Students continue to Year 12 at Cairns High pending sufficient levels of engagement and achievement in Year 11.
- **Attendance:** Being at school every day is the best way to achieve the best outcomes.
 - Student attendance in Year 11 must be at 95% or better to continue to Year 12. Individual circumstances will be taken into account when considering student attendance level requirement.
 - Year 12 students must strive to attain 100% attendance. All absences must be explained.
- **Effort and Behaviour:** It is an expectation at Year 11 and 12 that all students operate at the Very Good (B) or Outstanding (A) levels in class for effort and behaviour and in playground with regard to behaviour.
 - ATAR and Non-ATAR students are expected to work diligently at completing requirements such as drafts, assessments, exams or competencies which form part of a certificate course.
 - Students whose behaviour needs attention or is unsatisfactory at end of a Semester in multiple subjects may be at risk of being placed on the cancellation of enrolment process. They may be required to change subjects or seek an alternative placement to a program at Cairns State High School including TAFE, work and training options.
- **Achievement:** Students are expected to comply with the classwork, participation, homework and assessment requirements of all subjects.

Staying on track, modifying the track

- Students should view their program as a four full semesters in the subjects they have chosen. As such, subject changes should be rare and cannot be conducted at all after the first two weeks of Semester 1.
- Teachers and HODs of subjects should be approached as early as possible to assist with resolving issues.
- Students who are experiencing difficulties are encouraged to seek assistance as soon as possible. They should speak with the Head of Senior School, the Head of Department Engagement, Guidance Officer or Head of Department Engagement. A support plan may be developed.
- Students remain responsible for their decision and engagement in their program of study. The school retains the right to offer alternatives or limited pathways to students not able to meet expectations.
- Students not meeting requirements in Year 11 may be required to repeat Year 11 to better prepare for Year 12.

COURSE ELIGIBILITY CHART



SENIOR PATHWAYS

All students exit with a QCE or QCIA

Vocational Education and Training

Blended course
An individual plan

University destination

VET qualification(s)

A qualification
giving you an advantage in the workplace

ATAR course

Certificate II and/or III

Some VET options
including Certificate I options

5x General + 1x Applied and/or
Certificate III (Recommended)

School based
traineeship

Some General &
Applied subjects

6x General courses

School based
apprenticeship

Work placements

4x General + 2x Applied
and/or
Certificate III course

Destinations

TAFE/
Training

Work

University

Gap Year
(e.g. ADF)

Other
(e.g. Travel)

INTRODUCTION

Vocational Education and Training (VET) plays an important role at Cairns State High School helping students move from school to further education, training and employment. VET qualifications are recognised nationally and are industry endorsed. These courses combine relevant knowledge and practical skills that reflect current industry standards. The VET Student Handbook has more information.

Cairns State High is a Registered Training Organisation (RTO Code 30248), authorising the delivery of a range of nationally recognised training packages at Certificate II levels. Students are also able to obtain VET qualifications (Certificate III or Diploma) offered by external RTOs. These courses can be studied as part of a student's timetable in a flexible mode.

SCHOOL BASED APPRENTICES/TRAINEESHIPS (SATS)

Students in Year 11 and 12 are offered opportunities to become School Based Apprentices/Trainees (SATs). SATs are proving to be a valuable way for students to start their career by combining school with work and training (at Certificate II or III level). Please visit the Queensland Government School Based Apprenticeship and Traineeship website for more information.

SUBJECT INFORMATION

Students are able to obtain VET qualifications (Certificate I – IV and Diploma) offered by the school and external RTOs. The School-Based VET programs offered at Cairns High include:

- CPC20220 Certificate II in Construction Pathways
- BSB20120 Certificate II in Workplace Skills
- CUA20220 Certificate II Creative Industries (Technical Theatre)
- BSB30120 Certificate in Business & SIT20122 Certificate II in Tourism (Dual)
- MEM20422 Certificate II in Engineering Pathways
- SIS20115 Certificate II in Sport and Recreation SIS30315 Certificate III in Fitness
- FSK20119 Certificate II in Skills for Work and Vocational Pathways
- CUA20720 Certificate II in Visual Arts
- 11074NAT Certificate III in Applied Languages (Chinese)
- SIT20316 Certificate II in Hospitality
- SIT30616 Certificate III in Hospitality
- AVI30419 Certificate III in Aviation (Remote Pilot)
- CHC30121 Certificate III in Early Childhood Education and Care

FLEXIBLE TIMETABLE FOR YEAR 11 AND 12

To assist students in developing their skills for career pathways, flexible time periods are available.

School to Work	Independent Study Program	Timetable Extension Programs
This includes: School Based Apprenticeships and Traineeships; <ul style="list-style-type: none">• Work experience;• Structured Work placement;• Courses and Certificates as required• e.g. construction white card, dive course, boat licence etc.	One or a combination of the following: University/TAFE courses; <ul style="list-style-type: none">• Work Experience; Structured Work• Placement; Home study.	The following courses are available: <ul style="list-style-type: none">• Workshops and lectures;• (Tech Theatre);• (Euroka: school magazine);• CISSA sport (Semester 1).

WORK EXPERIENCE

Work experience placement assists students in their transition from school to work. It provides a formal arrangement whereby school students who are at least 14 years old participate in activities at a place of paid or voluntary work. Students in Year 10 to 12 can participate in this program and placements occur during school holidays or during term by negotiation.

PLANNING YOUR PATHWAY: MAKING DECISIONS

It is important to make good decisions when planning your Senior program. By the time you are required to select senior subjects, you will have undergone career education activities in Year 10 which culminate in the development of a Senior Education and Training (SET) Plan. You should use your SET Plan as well as the following steps to choose senior subjects. When choosing subjects for Year 11 and 12, it is important to consider the following:

- Your **Ability**: What are you good at?
- Your **Interests**: What do you like?
- Your **Motivation**: Do you want to do it?

These three factors connect and work together. For example, you may have the ability to do well in a particular subject such as Science, but if you are not interested in Science nor motivated to work in this subject, then you will probably not do well in it. On the other hand, you may not be the strongest Science student, but if you are interested in the subject and you want to do it and are motivated to work hard, then you will probably succeed.



Other points to consider...

Your favourite subjects: There is a reason they are your favourite. Have you considered where these subjects may take you? Research where a career in Dance, Maths or Construction may take you. This may help to provide the motivation to complete Years 11 and 12.

Prerequisites for Tertiary Study: If you are interested in attending university, research subjects which are required for particular course entry. For example, is a Maths subject required? This may mean that although Maths is not a favourite subject, if it is a prerequisite for a desired course, this may give you the motivation to complete it.

Ask questions: Consult with your teachers, guidance officer, parents and mentors to gain greater understanding of where senior study may take you.

GUIDELINES

It is helpful to have a few career ideas in mind. The SET Plan is a good starting point; however, at the age of 15 or 16, it is not uncommon for students to change their minds a number of times regarding specific career goals. If students are uncertain about which subjects to choose, or are not sure about the best pathway for them, then it is important to seek assistance. Our Guidance Officer will be able to help them. Contact details are as follows:

Phone: 4050 3006

Email: GuidanceOfficer@cairnsshs.eq.edu.au

SENIOR EDUCATION PROFILE

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

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

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

STATEMENT OF RESULTS

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

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

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.

QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.



Core credit

Schools and other learning providers report students' results at intervals set by the QCAA. General and Applied subject results are reported after students complete Unit 1, Unit 2, and the Unit 3 and 4 pair. QCE credit progressively accrues in students' learning accounts (see the QCE cred allocation table below).

Credit from General and Applied courses of study will accrue when the set standard is met and reported. Results reported as satisfactory for Unit 1 or Unit 2 will accrue one credit each to a QCE. ¹ A grade of C or better in a Unit 3 and 4 pair will accrue two credits to a QCE. Extension subjects will accrue credit in the Core category of learning. Two credits will accrue to a QCE when the set standard of a grade of C or better is achieved in the Unit 3 and 4 pair.

QCE credit allocation for Core courses: General and Applied subjects

General and Applied subjects	Set standard	QCE credits
Unit 1	Satisfactory	1
Unit 2	Satisfactory	1
Units 3 and 4	Grade of C or better	2
Maximum credit available		4
Extension subjects	Set standard	QCE credits
Units 3 and 4	Grade of C or better	2
Maximum credit available		2

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy

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

Numeracy

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

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

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

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

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

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

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

QCAA Short Courses	
• QCAA Short Course in Aboriginal & Torres Strait Islander Languages	up to 1
• QCAA Short Course in Career Education	
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

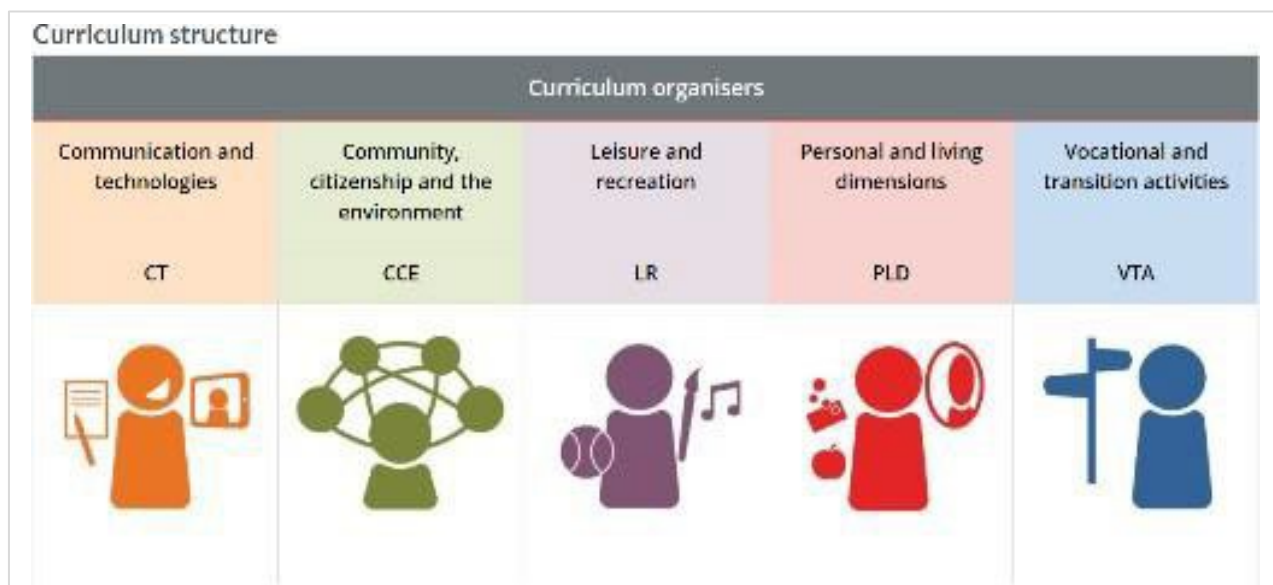
The latest information about obtaining a QCE can be located on the [QCAA Website](#).

THE QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the achievements of students whose learning is part of an *individual learning program*. The certificate is an official record that students have completed at least 12 years of education. It provides students with a summary of their skills and knowledge that they can present to employers and training providers. These students have the option to continuing to work towards a QCE post-secondary schooling.

Students at Cairns State High School who are eligible for a QCIA pathway are enrolled in a combination of applied and vocational subjects and programs offered through the Centre for Diverse Learning, where they work towards *individual learning goals*.

Schools develop a curriculum plan based on information from the *Guidelines in Individual Learning* for each eligible student. The GIL consists of curriculum organisers, learning focuses and learning goals for developing QCIA curriculum plans for students:



Communication and technologies:

Students gain knowledge, understanding and skills in literacy, language comprehension and use, and digital and other technologies.

Community, citizenship and the environment:

Students develop knowledge, understanding and skills about communities, citizenship and the environment.

Leisure and recreation:

Students gain knowledge, understanding and skills to participate in a variety of leisure, recreation, artistic and cultural activities.

Personal and living dimensions:

Students develop knowledge, understanding and skills in relevant personal and living dimensions, including health, wellbeing, safety, meal preparation and everyday numeracy.

Vocational and transition activities:

Students develop knowledge, understanding and skills by identifying and investigating post-school pathways, goal setting, and skills for life beyond school.

Centre for Diverse Learning: QCIA subjects and programs	
QCIA Cater Express	The Cater Express program is designed to develop students' vocational knowledge and skills to support their transition into post-school pathways. By taking on various roles within a school-based catering enterprise, they engage in practical and theory activities to develop their knowledge and skills relating to workplace health and safety, food preparation techniques, cooking methods, time-management, budgeting, working in a team and customer service. Students learn how to improve and maintain effective social interactions and workplace relationships.
QCIA English	QCIA English is designed to continue developing students' knowledge, understanding and skills in language comprehension and use, functional literacy and the use of digital technologies. Students engage in reading, listening, speaking and writing tasks needed for real-life purposes and related to their interests. They learn how to provide their personal details verbally and in writing in a variety of social situations. Students develop skills in planning, creating and delivering speeches and visual presentations to a range of audiences. They learn to interpret and respond to everyday and interest-based texts.
QCIA Maths	The QCIA Maths program is designed to continue developing students' mental, written and digital numeracy skills required for real-life purposes and more independent participation in their community. Students engage in a range of learning experiences to solve everyday number problems, practise using metric units, read analogue and digital time, identify and sequence dates and events using a calendar and use timetables for a variety of purposes. They learn to apply their knowledge of money to estimate and calculate the value of purchases and change and to create budgets for everyday situations.
QCIA Horticulture	The QCIA Horticulture program is designed to develop students' vocational knowledge and skills to support their transition into post-school life. Students engage in practical and theory lessons to develop an understanding of how to successfully grow plants and fresh produce, and the steps required to design and construction a garden. Students learn to identify and safely use tools and equipment, and strategies for communication, problem-solving and teamwork. The program looks for opportunities to enhance the school and local environment through student-initiated projects. Students develop an appreciation of the health and wellbeing gained by working in outdoor environments.
QCIA Work Skills	The QCIA Work Skills program focusses on students developing an understanding of their interests, attributes and employability skills and by investigating their post-school pathways. They learn how to set personal and team goals and make decisions to achieve them. They learn about local and community resources for living independently and interdependently. They learn how to access resources to support their needs when they transition to life beyond school. Students develop a resume and engage in and reflect on supported work experience placements within the school and local community.
QCIA Manufacturing	The QCIA Manufacturing program is designed to develop students' knowledge and skills support their transition into post-school pathways. Students learn to identify and safely use and operate a variety of workshop tools and machinery to construct projects. They learn how to follow safety procedures when carrying out processes such as measuring, marking, sawing, chiselling and paring, planing, sanding, hammering, gluing and staining. Students document the materials, tools and processes used in their projects and reflect on their work practices.

SENIOR SUBJECTS

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of an ATAR. Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course. 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.

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 subjects include Extension subjects.

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

APPLIED SYLLABUSES

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

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.

SENIOR EXTERNAL EXAMINATION

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

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.

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 five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

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

GENERAL SYLLABUSES

STRUCTURE

The syllabus structure consists of a course overview and assessment.

GENERAL SYLLABUSES COURSE OVERVIEW

General syllabuses are developmental four-unit courses of study.

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

Students should complete Units 1 and 2 before starting Units 3 and 4. Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

EXTENSION SYLLABUSES COURSE OVERVIEW

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

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

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

ASSESSMENT

UNITS 1 AND 2 ASSESSMENTS

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

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit. Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

UNITS 3 AND 4 ASSESSMENTS

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

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

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

INSTRUMENT-SPECIFIC MARKING GUIDES

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

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives.

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

EXTERNAL ASSESSMENT

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

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

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

STRUCTURE

The syllabus structure consists of a course overview and assessment.

APPLIED SYLLABUSES COURSE OVERVIEW

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course 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.

INSTRUMENT-SPECIFIC STANDARDS MATRIXES

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

ESSENTIAL ENGLISH AND ESSENTIAL MATHEMATICS — COMMON INTERNAL ASSESSMENT

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

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

The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

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

SUMMATIVE INTERNAL ASSESSMENT — INSTRUMENT-SPECIFIC STANDARDS

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

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

SENIOR EXTERNAL EXAMINATIONS

SENIOR EXTERNAL EXAMINATIONS COURSE OVERVIEW

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

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

The Senior External Examination is for:

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

ASSESSMENT

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations. For more information about the Senior External Examination, see: www.qcaa.qld.edu.au/senior/see.

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

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

GENERAL MATHEMATICS

General senior subject

General

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

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.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding

social issues in their world.

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:

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations Consumer arithmetic Shape and measurement Linear equations and their graphs	Applied trigonometry, algebra, matrices and univariate data Applications of trigonometry Algebra and matrices Univariate data analysis	Bivariate data, sequences and change, and Earth geometry Bivariate data analysis Time series analysis Growth and decay in sequences Earth geometry and time zones	Investing and networking Loans, investments and annuities Graphs and networks Networks and decision mathematics

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%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> • Problem-solving and modelling task 		<ul style="list-style-type: none"> • Examination 	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> • Examination 			
Summative external assessment (EA): 50%			
<ul style="list-style-type: none"> • Examination 			

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that 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.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions Arithmetic and geometric sequences and series 1 Functions and graphs Counting and probability Exponential functions 1 Arithmetic and geometric sequences	Calculus and further functions Exponential functions 2 The logarithmic function 1 Trigonometric functions 1 Introduction to differential calculus Further differentiation and applications 1 Discrete random variables 1	Further calculus The logarithmic function 2 Further differentiation and applications 2 Integrals	Further functions and statistics Further differentiation and applications 3 Trigonometric functions 2 Discrete random variables 2 Continuous random variables and the normal distribution Interval estimates for proportions

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. 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.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof Combinatorics Vectors in the plane Introduction to proof	Complex numbers, trigonometry, functions and matrices Complex numbers 1 Trigonometry and functions Matrices	Mathematical induction, and further vectors, matrices and complex numbers Proof by mathematical induction Vectors and matrices Complex numbers 2	Further statistical and calculus inference Integration and applications of integration Rates of change and differential equations Statistical inference

Assessment

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

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

Summative assessments

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

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

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.

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

Assessment

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

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

Summative assessments

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

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 are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They 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. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts	Texts and culture Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts	Textual connections Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts	Close study of literary texts Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):		Summative internal assessment 3 (IA3):	
<ul style="list-style-type: none"> Extended response — written response for a public audience 	25%	<ul style="list-style-type: none"> Extended response — imaginative written response 	25%
Summative internal assessment 2 (IA2):		Summative external assessment (EA):	
<ul style="list-style-type: none"> Extended response — persuasive spoken response 	25%	Examination — analytical written response	25%

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 / signer/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.

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

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — imaginative spoken/multimodal response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes.

Students have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies.

Students make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre. They explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students develop empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods.

Pathways

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language, text and culture Examining and shaping representations of culture in texts Responding to a variety of media and literary texts Creating analytical and persuasive texts	Perspectives in texts Examining and shaping perspectives in texts Responding to literary texts, including a focus on Australian texts Creating imaginative and analytical texts	Issues, ideas and attitudes Exploring representations of issues, ideas and attitudes in texts Responding to literary and persuasive texts Creating analytical and persuasive texts	Close study of literary texts Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response – imaginative spoken/multimodal response	25%
Summative internal assessment 2 (IA2): • Extended response – persuasive written response	25%	Summative external assessment (EA): • Examination – analytical extended response	25%

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/signer/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.

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. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts. Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

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 achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- 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 mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

Structures

Unit 1	Unit 2	Unit 3	Unit 4
Language that works Responding to a variety of texts used in and developed for a work context Creating multimodal and written texts	Texts and human experiences Responding to reflective and nonfiction texts that explore human experiences Creating spoken and written texts	Language that influences Creating and shaping perspectives on community, local and global issues in texts Responding to texts that seek to influence audiences	Representations and popular culture texts Responding to popular culture texts Creating representations of Australian identities, places, events and concepts

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Extended response — Written response

Aboriginal & Torres Strait Islander Studies recognises, and is a study of, the two distinct and diverse Indigenous groups in Australia: Aboriginal peoples and Torres Strait Islander peoples. As these are the oldest living cultures in the world, this study is relevant for all students and is fundamental to an understanding of a shared Australian identity. It also makes students aware of diversity and complexity in Aboriginal cultures and Torres Strait Islander cultures through an approach that informs an understanding of the past, present and future.

Students also learn to value and appreciate the worldviews of Aboriginal peoples and Torres Strait Islander peoples as a necessary condition for understanding a shared history in Australia. Through recognising this, all students should develop an empathy and respect for the ways people think, feel and act, as well as an informed awareness of the diversity that exists locally and globally.

Pathways

Aboriginal & Torres Strait Islander Studies is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Aboriginal & Torres Strait Islander Studies can establish a basis for further education and employment in the fields of anthropology, the arts, education, health, journalism, law, politics, psychology, sociology, social work and tourism.

Objectives

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

- define and use terminology
- demonstrate an understanding of Aboriginal & Torres Strait Islander societies
- analyse world views of Aboriginal & Torres Strait Islander peoples
- consider and organize information from sources
- evaluate the significance of cultural interactions in relation to Aboriginal & Torres Strait Islander people
- create responses that communicate meaning to suit purpose

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Culture, identity and connections <ul style="list-style-type: none"> • significant and intrinsic aspects of Aboriginal societies • and Torres Strait Islander societies 	Continuity, change and influences <ul style="list-style-type: none"> • Resistance • Social and political change 	Responses and contributions <ul style="list-style-type: none"> • Rights and freedoms • Land rights 	Moving forward <ul style="list-style-type: none"> • Resilience • Reconciliation and recognition

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):	25%	Summative internal assessment 3 (IA3):	25%
• Examination — Extended Response		• Investigation — Inquiry Response	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
• Investigation — Inquiry Response		• Examination — Short Response	

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Pathways

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

Objectives

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

- describe accounting concepts and principles
- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting Accounting for a service business — cash, accounts receivable, accounts payable and no GST End-of-month reporting for a service business	Management effectiveness Accounting for a trading GST business End-of-year reporting for a trading GST business	Monitoring a business Managing resources for a trading GST business — non-current assets Fully classified financial statement reporting for a trading GST business	Accounting — the big picture Cash management Complete accounting process for a trading GST business Performance analysis of a listed public company

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Ancient History provides opportunities for students to study people, societies and civilisations of the past, 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, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

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 be able to:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world <ul style="list-style-type: none"> • Digging up the past • Ancient societies — Weapons and warfare (Vikings) 	Personalities in their time <ul style="list-style-type: none"> • Akhenaten (Egypt) • Boudica (Celts) 	Reconstructing the ancient world <ul style="list-style-type: none"> • Fifth Century BCE Athens • Philip II and Alexander III of Macedon 	People, power and authority <ul style="list-style-type: none"> • Ancient Rome — Civil War and the breakdown of the Republic • Augustus

Assessment

In Units 1 and 2 students complete four formative assessments in preparation for Year 12.

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):		Summative internal assessment 3 (IA3):	
<ul style="list-style-type: none"> • Examination — essay in response to historical sources 	25%	<ul style="list-style-type: none"> • Investigation — historical essay based on research 	25%
Summative internal assessment 2 (IA2):		Summative external assessment (EA):	
<ul style="list-style-type: none"> • Independent source investigation 	25%	<ul style="list-style-type: none"> • Examination — short responses to historical sources 	25%

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Pathways

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

Objectives

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation <ul style="list-style-type: none"> • Fundamentals of business • Creation of business ideas 	Business growth <ul style="list-style-type: none"> • Establishment of a business • Entering markets 	Business diversification <ul style="list-style-type: none"> • Competitive markets • Strategic development 	Business evolution <ul style="list-style-type: none"> • Repositioning a business • Transformation of a business

Assessment

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

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

Summative assessments

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

Geography focuses on the significance of 'place' and 'space' in understanding our world. 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 investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

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
- synthesise information from the analysis to propose action
- communicate geographical understanding.

Structure

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

Assessment

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

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

Summative assessments

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

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

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

Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

Structure

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

Assessment

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

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

Summative assessments

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

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them 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 be able to:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world Australian Frontier Wars, 1788– 1930s French Revolution, 1789– 1799	Movements in the modern world Independence movement in India, 1857– 1947 Anti-apartheid movement in South Africa, 1948–1991	National experiences in the modern world China, 1931–1976 Israel, 1948–1993	International experiences in the modern world Cold War, 1945–1991 Australian engagement with Asia since 1945 (Vietnam)

Assessment

In Units 1 and 2 students complete four formative assessments in preparation for Year 12.

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):		Summative internal assessment 3 (IA3):	
<ul style="list-style-type: none"> • Examination — essay in response to historical sources 	25%	<ul style="list-style-type: none"> • Investigation — historical essay based on research 	25%
Summative internal assessment 2 (IA2):		Summative external assessment (EA):	
<ul style="list-style-type: none"> • Independent source investigation 	25%	<ul style="list-style-type: none"> • Examination — short responses to historical sources 	25%

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and

systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals and society Engineering history The problem-solving process in Engineering Engineering communication Introduction to engineering mechanics Introduction to engineering materials	Emerging technologies Emerging needs Emerging processes and machinery Emerging materials Exploring autonomy	Statics of structures and environmental considerations Application of the problem-solving process in Engineering Civil structures and the environment Civil structures, materials and forces	Machines and mechanisms Machines in society Materials Machine control

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):	25%	Summative internal assessment 3 (IA3):	25%
• Project folio		• Project — folio	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
• Examination		• Examination	

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing 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 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.

Structure

The Furnishing Skills course is designed around core and elective topics.

Core topics	Elective topics
Industry practices Production processes	Cabinet-making Furniture finishing Furniture-making Glazing and framing Upholstery

Assessment

For Furnishing Skills, 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 and at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher- identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: written: 500–900 words spoken: 2½ - 3½ minutes multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3-6 minutes product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	60–90 minutes 50–250 words per item

The Advanced Manufacturing Skills subject focuses on the underpinning industry practices and production processes required to manufacture products in a variety of industries, including engineering, furnishing and plastics. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Engaging with manufacturing tasks, students will develop transferable skills relevant to a range of industry based electives and future employment opportunities. They understand industry practices, interpret specifications, including technical drawings, demonstrate and apply safe practical production processes with computer aided drafting (CAD), computer aided manufacturing (CAM) CNC laser cutters, and milling machines, 3D printing, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

Pathways

A course of study in Advanced Manufacturing Skills can establish a basis for further education and employment

in manufacturing industries, and help students understand the different careers available. With additional training and experience, potential employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Objectives

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes.
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Structure

The Advanced Manufacturing course is designed around core and elective topics.

Core topics	Elective topics
Industry practices Production processes	Engineering Furnishing Industrial Graphics Plastics

Assessment

Advanced Manufacturing Skills 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 and at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project involves students demonstrating and documenting 'Industry practices' and 'Production processes' when creating a functional product to predefined specifications and at least one of the following components: written: 500–900 words spoken: 2½–3½ minutes multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	60–90 minutes 50–250 words per item

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Pathways

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

Objectives

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

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

Assessment

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

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

Summative assessments

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

In Fashion, Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Structure

The Fashion four unit course of study is selected from the listed options:

Core topics

- Fashion designers
- Historical fashion influences
- Slow fashion
- Collections
- Industry trends
- Adornment

Assessment

Two assessment instruments will be implemented with each unit of study. Instrument specific standards require students to demonstrate, interpret, select, sequence, evaluate and adapt.

Project

Project include:

- Design and produce fashion garments
- Producing and annotating fashion sketches
- Design fashion collections
- Evaluating and reflecting on quality of completed products
- Producing and delivering a multimodal presentation (up to 5 minutes, 8 A4 pages)
- Upcycling fashion items
- Creating awareness campaigns

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

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

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues

Structure

The Social & Community Studies course is designed around three core life skills area which must be covered within every elective topic studied, and be integrated throughout the course.

Core life skills	Elective topics	
Personal skills - Growing and developing as an individual Interpersonal skills - Living with and relating to other people Citizenship skills - Receiving from and contributing to community	The Arts and the community Australia's place in the world Gender and identity Health: Food and nutrition Health: Recreation and leisure	Into relationships Legally, it could be you Money management Science and technology Today's society The world of work

Assessment

The Social & Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including one project or investigation, one examination and no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes performance: continuous class time product: continuous class time.	Presented in one of the following modes: written: 800–1000 words spoken: 4–7 minutes multimodal: 4–7 minutes.	Presented in one of the following modes: written: 800–1000 words spoken: 4–7 minutes, or signed equivalent multimodal: 4–7 minutes.	60–90 minutes 50–250 words per item on the test

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

Students develop transferable skills by engaging in drafting and modelling 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 tasks.

Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range

of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Objectives

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

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information
- analyse drafting tasks to organise information
- select and apply drawing skills and procedures in drafting tasks
- use language conventions and features to communicate for particular purposes
- construct models from drawings
- create technical drawings from industry requirements
- evaluate industry practices, drafting processes and drawings, and make recommendation

Structure

The Industrial Graphics Skills course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> • Industry practices • Drafting processes 	<ul style="list-style-type: none"> • Building and construction drafting • Engineering drafting • Furnishing drafting

Assessment

For Industrial Graphic Skills, 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 and at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher- identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a technical drawing (which includes a model) component and at least one of the following components: written: 500–900 words spoken: 2½–3½ minutes multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3-6 minutes product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	60–90 minutes 50–250 words per item

Information & Communication Technology 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.

Structure

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

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

Assessment

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

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

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

Pathways

Studying Information & Communication Technology can lead to:

- ICT operations
- help desk
- sales support
- digital media support
- office administration
- records and data management
- call centres.

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

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Pathways

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

Structure

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

Assessment

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

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

Summative assessments

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

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They 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 engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and

performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity Motor learning integrated with a selected physical activity Functional anatomy and biomechanics integrated with a selected physical activity	Sport psychology, equity and physical activity Sport psychology integrated with a selected physical activity Equity — barriers and enablers	Tactical awareness, ethics and integrity and physical activity Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity Ethics and integrity	Energy, fitness and training and physical activity Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	30%
• Project — folio		• Project — folio	
Summative internal assessment 2 (IA2):	20%	Summative external assessment (EA):	25%
• Investigation — report		• Examination — combination response	

Sport and Recreation are intrinsic parts of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. Importantly participation in sport and recreation can make positive contributions to a person's wellbeing. Active participation in sport and recreation activities is central to the learning in this subject.

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

Pathways

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

Objectives

Investigate activities and strategies to enhance outcomes.

Plan activities and strategies to enhance outcomes.

Perform activities and strategies to enhance outcomes.

Evaluate activities and strategies to enhance outcomes.

Course Structure

Students will complete the 4 units below and study each unit for one semester.

Option A	Option B	Option C	Option D
Aquatic recreation Lifesaving Canoeing	Challenge the outdoors Orienteering Bushwalking Other outdoor activities including bushcraft, camping and fishing.	Coaching and officiating Volleyball Futsal	Fitness for sport and recreation Structure to deliver fitness related programs.

Assessment

Two assessment instruments will be implemented with each unit of study. Instrument specific standards require students to investigate, plan, perform and evaluate.

Aerospace Systems provides opportunities for students to learn about the fundamentals, history and future of the aerospace industry. They gain knowledge of aeronautics, aerospace operations, human factors, safety management and systems thinking that enable them to solve real-world aerospace problems using the problem-solving process in Aerospace Systems.

Students learn to understand and interpret the relationships between and within connected systems and their component parts. They identify patterns in problematic aerospace systems situations and propose solutions.

Students develop and use skills that include analysis, decision-making, justification, recognition, comprehension and evaluation to develop solutions to aerospace problem situations. Students become self-directed learners and develop beneficial collaboration and management skills as they solve aerospace systems problems.

Pathways

A course of study in Aerospace Systems can establish a basis for further education and employment in the fields of aviation management, flying streams, engineering and aerospace technical

disciplines. The study of Aerospace Systems also leads to a wide range of pathways. The aerospace industry employs professions and trades from all disciplines. Whatever career path a student chooses to pursue, it can be fulfilled in aerospace.

Objectives

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

- recognise and describe aerospace systems problems, knowledge, concepts and principles
- symbolise and explain ideas, solutions and relationships
- analyse problems and information
- determine solution success criteria for aerospace problems
- synthesise information and ideas to propose possible solutions
- generate solutions to provide data to assess the feasibility of proposals
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to aerospace systems and structures Solving aerospace problems The evolving aerospace industry Introduction to aerodynamics Introduction to aircraft systems Introduction to aviation weather systems	Emerging aerospace technologies Operational assets Operational environments Operational control systems Future applications	Aerospace operational systems International and national operational and safety systems Airspace management Safety management systems Operational accident and incident investigation processes Airport and airline operation systems	Aircraft performance systems and human factors Aircraft performance Aircraft navigation Advanced navigation and radio communication technologies Human performance and limitations

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):	25%	Summative internal assessment 3 (IA3):	25%
• Project — folio		• Project — folio	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
• Examination		• Examination	

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and 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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms Cells as the basis of life Multicellular organisms	Maintaining the internal environment Homeostasis Infectious diseases	Biodiversity and the interconnectedness of life Describing biodiversity Ecosystem dynamics	Heredity and continuity of life DNA, genes and the continuity of life Continuity of life on Earth

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Chemistry is the study of materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

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

Assessment

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

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

Summative assessments

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

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources.

Students develop their understanding of oceanography. They engage with the concept of marine biology. They study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked with ocean issues and resource management where students apply knowledge to consider the future of our oceans and techniques for managing fisheries.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Oceanography An ocean planet The dynamic shore	Marine biology Marine ecology and biodiversity Marine environmental management	Marine systems — connections and change The reef and beyond Changes on the reef	Ocean issues and resource management Oceans of the future Managing fisheries

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
• Data test		• Research investigation	
Summative internal assessment 2 (IA2):	20%		
• Student experiment			
Summative external assessment (EA):	50%		
• Examination			

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem- solving and research skills), understand how it works and how it may impact society.

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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics Heating processes Ionising radiation and nuclear reactions Electrical circuits	Linear motion and waves Linear motion and force Waves	Gravity and electromagnetism Gravity and motion Electromagnetism	Revolutions in modern physics Special relativity Quantum theory The Standard Model

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	• Summative internal assessment 3 (IA3): Research investigation	20%
Summative internal assessment 2 (IA2):	20%		
Summative external assessment (EA):	50%		
• Examination			

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

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 and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development Psychological science A The role of the brain Cognitive development Human consciousness and sleep	Individual behaviour Psychological science B Intelligence Diagnosis Psychological disorders and treatments Emotion and motivation	Individual thinking Localisation of function in the brain Visual perception Memory Learning	The influence of others Social psychology Interpersonal processes Attitudes Cross-cultural psychology

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50%			
• Examination			

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities.

Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing

Structure

The Aquatic Practices course is designed around the four areas of study with the core topics for 'Safety and management practices' embedded in each of the four areas of study. Schools determine whether to include elective topics.

Areas of study	Core topics	Elective topics
Environmental	<ul style="list-style-type: none"> Environmental conditions Ecosystems Conservation and sustainability 	<ul style="list-style-type: none"> Citizen science
Recreational	<ul style="list-style-type: none"> Entering the aquatic environment 	<ul style="list-style-type: none"> Aquatic activities
Commercial	<ul style="list-style-type: none"> Employment 	<ul style="list-style-type: none"> Aquaculture, aquaponics and aquariums Boat building and marine engineering
Cultural	<ul style="list-style-type: none"> Cultural understandings 	<ul style="list-style-type: none"> Historical understandings
Safety and management practices	<ul style="list-style-type: none"> Legislation, rules and regulations for aquatic environments Equipment maintenance and operations First aid and safety Management practices 	

Assessment

For Aquatic Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including no more than two assessment instruments from any one technique.

Project	Investigation	Extended response	Examination	Performance
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.	A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills.
At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes performance: continuous class time product: continuous class time.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	60–90 minutes 50–250 words per item	performance: continuous class time to develop and practice the performance.

Italian provides students with the opportunity to reflect on their understanding of the Italian language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Italian-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences. This allows them to develop the skills of critical and creative thinking, intellectual flexibility and problem – solving. Activities and tasks are developed to fit within the student's life experience.

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, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Italian language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Italian.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
La mia vita My world Family/carers and friends Lifestyle and leisure Education	Esplorando il mondo Exploring our world Travel Technology and media The contribution of Italian culture to the world	La nostra società Our society Roles and relationships Socialising and connecting with my peers Groups in society	Il mio futuro My future Finishing secondary school, plans and reflections Responsibilities and moving on

Assessment

Units 1 and 2 assessments mirror Unit 3 and 4 assessments.

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):	15%	Summative internal assessment 3 (IA3):	30%
• Examination — short response		• Extended response	
Summative internal assessment 2 (IA2):	30%	Summative external assessment (EA):	25%
• Examination — combination response		• Examination — combination response	

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

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, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication **and exchange meaning in Japanese.**

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし My world Family/carers and friends Lifestyle and leisure Education	私達のまわり Exploring our world Travel Technology and media The contribution of Japanese culture to the world	私達の社会 Our society Roles and relationships Socialising and connecting with my peers Groups in society	私の将来 My future Finishing secondary school, plans and reflections Responsibilities and moving on

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):		Summative internal assessment 3 (IA3):	
• Examination — short response	15%	• Extended response	30%
Summative internal assessment 2 (IA2):		Summative external assessment (EA):	
• Examination — combination response	30%	• Examination — combination response	25%

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students 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 learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

Pathways

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 and cultural institutions, including arts administration and management, communication, education, public relations, research, and 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 skills.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts? <ul style="list-style-type: none"> • Genres: Contemporary at least one other genre • Subject matter: meaning, purpose and context historical and cultural origins of focus genres 	Moving through environments How does the integration of the environment shape dance to communicate meaning? <ul style="list-style-type: none"> • Genres: Contemporary at least one other genre • Subject matter: physical dance environments including site-specific dance virtual dance environments 	Moving statements How is dance used to communicate viewpoints? <ul style="list-style-type: none"> • Genres: Contemporary at least one other genre • Subject matter: - social, political and cultural influences on dance 	Moving my way How does dance communicate meaning for me? <ul style="list-style-type: none"> • Genres: - fusion of movement styles • Subject matter: developing a personal movement style personal viewpoints and influences on genre

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals.

Students learn to pose and solve problems, and work independently and collaboratively.

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Objectives

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

- demonstrate an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? cultural inheritances of storytelling oral history and emerging practices a range of linear and non-linear forms	Reflect How is drama shaped to reflect lived experience? Realism, including Magical Realism, Australian Gothic associated conventions of styles and texts	Challenge How can we use drama to challenge our understanding of humanity? Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre associated conventions of styles and texts	Transform How can you transform dramatic practice? Contemporary performance associated conventions of styles and texts inherited texts as stimulus

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%	Summative internal assessment 3 (IA3):	35%
• Performance		• Project — practice-led project	
Summative internal assessment 2 (IA2):	20%		
• Project — dramatic concept			
Summative external assessment (EA): 25%			
• Examination — extended response			

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in

the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

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

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation Concept: technologies How are tools and associated processes used to create meaning? Concept: institutions How are institutional practices influenced by social, political and economic factors? Concept: languages How do signs and symbols, codes and conventions create meaning?	Story forms Concept: representations How do representations function in story forms? Concept: audiences How does the relationship between story forms and meaning change in different contexts? Concept: languages How are media languages used to construct stories?	Participation Concept: technologies How do technologies enable or constrain participation? Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?	Identity Concept: technologies How do media artists experiment with technological practices? Concept: representations How do media artists portray people, places, events, ideas and emotions? Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

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

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, performer, composer, conductor, arranger and music journalist, communication, education, creative industries, public relations and science and technology.

Objectives

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

- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music idea

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	Identities Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	Innovations Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	Narratives Through inquiry learning, the following is explored: 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):	20%	Summative internal assessment 3 (IA3):	35%
• Performance		• Integrated project	
Summative internal assessment 2 (IA2):	20%		
• Composition			
Summative external assessment (EA): 25%			
• Examination			

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As a unique means of expression, music makes profound contribution to personal, social and cultural identities. As they develop highly transferable and flexible skills, students become adaptable and innovative problem-solvers and collaborative team members who make informed decisions.

As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world. Music Extension (composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise.

Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills.

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

Pathways Structure

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

Structure

Unit 3	Unit 4
Explore Key idea 1: Initiate best practice Key idea 2: Consolidate best practice	Emerge Key idea 3: Independent best practice

Assessment

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Composition 1 20%	Summative internal assessment 3 (IA3): • Composition project 35%
Summative internal assessment 2 (IA2): • Composition 2 20%	

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As a unique means of expression, music makes profound contribution to personal, social and cultural identities. As they develop highly transferable and flexible skills, students become adaptable and innovative problem-solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world. Music Extension (musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills.

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

Pathways Structure

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- analyse music
- investigate music
- synthesise information.

Structure

Unit 3	Unit 4
Explore Key idea 1: Initiate best practice Key idea 2: Consolidate best practice	Emerge Key idea 3: Independent best practice

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	35%
• Investigation 1		• Musicology Project	
Summative internal assessment 2 (IA2):	20%		
• Investigation 2			

Visual Art provides students with opportunities to 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.

Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

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; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and 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 art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: Concept: lenses to explore the material world Contexts: personal and contemporary Focus: People, place, objects Media: 2D, 3D, and time-based	Art as code Through inquiry learning, the following are explored: Concept: art as a coded visual language Contexts: formal and cultural Focus: Codes, symbols, signs and art conventions Media: 2D, 3D, and time-based	Art as knowledge Through inquiry learning, the following are explored: Concept: constructing knowledge as artist and audience Contexts: contemporary, personal, cultural and/or formal Focus: student-directed Media: student-directed	Art as alternate Through inquiry learning, the following are explored: Concept: evolving alternate representations and meaning Contexts: contemporary and personal, cultural and/or formal Focus: continued exploration of Unit 3 student-directed focus Media: student-directed

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	15%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> Investigation — inquiry phase 1 		<ul style="list-style-type: none"> Project — inquiry phase 3 	
Summative internal assessment 2 (IA2):	25%		
<ul style="list-style-type: none"> Project — inquiry phase 2 			
Summative external assessment (EA): 25%			
<ul style="list-style-type: none"> Examination 			

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

Structure

The Media Arts in Practice course is designed around core and elective topics.

Core	Electives
<ul style="list-style-type: none"> Media technologies Media communications Media in society 	<ul style="list-style-type: none"> Audio Curating Graphic design Interactive media Moving images Still image

Assessment

For Media Arts in Practice, 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, with at least one project arising from community connections and at least one product, separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of skills in the production of media artwork/s.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes product: variable conditions.	variable conditions	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists. Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music. Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, music management and music promotions.

Structure

The Music in Practice course is designed around core and elective topics.

Core	Electives
<ul style="list-style-type: none"> Music principles Music practices 	<ul style="list-style-type: none"> Community music Contemporary music Live production and performance Music for film, TV and video games Music in advertising The music industry Music technology and production Performance craft Practical music skills Songwriting World music

Assessment

For Music in Practice, 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, with at least one project arising from community connections
- at least one performance, separate to an assessable component of a project
- at least one product (composition), separate to an assessable component of a project.

Project	Performance	Product (Composition)	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the application of skills to create music.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes performance: variable conditions product: variable conditions.	music performance: minimum of two minutes total performance time: production performance: variable conditions	manipulating existing sounds: minimum of two minutes arranging and creating: minimum of 32 bars or 60 seconds	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.

Applied senior subject

Photography (Visual Arts in Practice) focuses on traditional and digital photography for the 2-year program. In digital photography students work with Adobe software Photoshop, Illustrator and Lightroom and digital SLR cameras. In traditional photography students use the schools darkroom to learn traditional darkroom techniques and processes.

Students explore and apply photographic materials, technologies and techniques used in art-making. They use information about photographic design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about photographic artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and photographic artworks. They learn and apply safe visual art practices.

Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Objectives

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

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas.

Structure

The Visual Arts in Practice course is designed around core and elective topics.

Core	Electives
<ul style="list-style-type: none"> • Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation 	<ul style="list-style-type: none"> • 2D • 3D • Digital and 4D • Design • Craft

Assessment

For Visual Arts in Practice, 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, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of identified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
A project consists of: a product component: variable conditions at least one different component from the following written: 500–900 words spoken: 2½–3½ minutes multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes.	variable conditions	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.



What is VETiS?

Vocational education and training (VET) in Schools (VETiS) is the delivery of nationally recognised training to secondary school students, providing them with the skills and knowledge required for employment in specific industries.

Qualification Details

The qualification, CPC20220 Certificate II in Construction Pathways provides a pathway to the primary trades in the construction industry with the exception of plumbing.

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.

The qualification has core units of competency requirements that are required in most Certificate III qualifications. The elective options are structured to allow choice from areas of trade skills as an introduction to a range of occupations.

Completion of this qualification is a useful step towards the following career pathways:

- ✓ Carpenter ✓ Bricklayer ✓ Tiler
- ✓ Plaster ✓ Painter ✓ Concreter

There are no entry requirements into this qualification.

Course Information

The Blue Dog Training VETiS program is a partnership between a student's school and Blue Dog Training for the delivery of the specified qualification.

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

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

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

Course Duration

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years.

A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Funding

There is currently no funding supplied by the Queensland Government through the Department of Employment, Small Business and Training for the delivery of CPC20220 Certificate II in Construction Pathways.

Costs

Please contact Blue Dog Training to discuss fee for service options.

The department of Employment, Small Business and Training (DESBT) does not provide funding for students to complete CPC20220 Certificate II in Construction Pathways. Fee for service options available.

Core	
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 requirement, policies and procedures in the construction industry
Elective	
CPCCCM1011	Undertake basic estimation and costing
CPCCCM2004	Handle construction materials
CPCCCA2002	Use carpentry tools and equipment
CPCCCM2006	Apply basic levelling procedures
CPCCWF2002	Use wall and floor tiling tools and equipment

* Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met.

Prerequisite unit(s) of competency must be assessed before assessment of any unit competency with an asterisk.
More information on this qualification is available at: <https://training.gov.au/Training/Details/CPC2022>



Registered Training Organisation: Cairns State High School 30248

Aim

This qualification allows students to develop basic skills for entry into the workforce. After achieving this qualification, students could progress to a wide range of other qualifications.

Upon successful completion of all competencies, students will be issued with full Certificate II as well as awarded 4 QCE points (Queensland Certificate of Education). The course is flexible enough to accommodate late entrants or early exits, with Statements of Attainment for competencies completed.

LLN

Language, literacy and numeracy screening process is undertaken at enrolment, to ensure student has capacity to complete all competencies.

USI

Unique Student Identifier will be created (USI) which creates an online record of all training and qualifications attained in Australia.

Areas of study

Students will participate in a range of activities and projects, related to simulated business model, within the school. Graduates will be competent in a range of essential skills – including personal effectiveness, workplace communication, using digital technologies, critical thinking and workplace health and safety.

Competencies include:

BSBCMM211	Apply communication skills	
BSBOPS201	Work effectively in business environments	BSBPEF202 Plan and apply time management
BSBSUS211	Work effectively in business environments	BSBPEF202 Plan and apply time management
BSBSUS211	Participate in sustainable work practices	BSBWHS211 Contribute to health and safety of others
BSBCRT201	Develop and apply thinking and problem-solving skills	BSBTEC201 Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment	BSBTWK201 Work effectively with others
BSBOPS202	Engage with customers	

Special subject advice

There are no prerequisite subjects for this course. This is a VET subject.

Pathways

The Certificate II in Workplace Skills will predominantly be chosen by students seeking to enter the Business Services Industries: Administration Officer, Customer Service Assistant or Data Entry Operator.

Assessment

A variety of assessment techniques may be used throughout the course, to determine student performance: competency-based training and assessment.

Associated Subject Costs

Covered in general fees, except for any additional excursion costs, or costs associated with accessing any additional work placement.

**Aim**

The Certificate II in Tourism allows students to develop skills for entry into the tourism and travel industry sectors including travel agencies, holiday parks and resorts, attractions and any small tourism business. The Certificate III in Business reflects the role of individuals across a variety of business services job roles. This dual qualification will be delivered as a Senior subject by qualified school staff via a third part arrangement with external RTO Binnacle Training.

Upon successful completion of the full qualification, students will be issued with Certificate II Tourism and Certificate III Business, as well as awarded 10 QCE points (Queensland Certificate of Education). May contribute towards ATAR score (Australian Tertiary Admission Rank) where relevant. Statements of Attainment will be awarded for competencies completed (if not all) and pro-rata QCE points awarded.

The program will be delivered through class-based tasks, as well as both simulated and real business/tourism environments at school. The program also included student opportunities to participate in a Tourism related industry discovery and also opportunity to design/create a new product or service, as part of the (non-accredited) Entrepreneurship Project – Binnacle Boss.

LLN

Language, literacy and numeracy screening process is undertaken at enrolment, to ensure student has capacity to complete all competencies.

USI

Unique Student Identifier will be created (USI) which creates an online record of all training and qualifications attained in Australia.

Areas of study

Students will participate in a combination of classroom and project-based learning, online learning (self-study) and practical work-related experiences within the school. Graduates will be competent in a range of essential skills – including customer service, source and present information, personal and teamwork effectiveness, critical and creative thinking skills, inclusivity and effective communication, WHS and sustainability, business technology and administrative document preparation.

Special subject advice

There are no prerequisite subjects for this course. This is a dual qualification VET subject.

Associated Subject Costs

Cost: Fee-for-service \$265

Additional excursion costs may be incurred

Competencies include:

Units of Competency	2 Year Program
SITTIND003	Source and use information on the tourism and travel industry
CUA EVP211	Assist with the staging of public activities or events
SITXCOM006	Source and present information
BSBTCE201	Use business software applications
BSBTEC203	Research and use the internet
SITXCCS009	Provide customer information and assistance
SITWHS005	Participate in safe work practices
SITXCOM007	Show social and cultural sensitivity
SITXCCS011	Interact with customers
SITXCCS010	Provide visitor information
SITXCOM008	Provide a briefing or scripted commentary
BSBPEF301	Organise personal work priorities
BSBPEF201	Support personal wellbeing in the workplace
BSBWHS311	Assist with maintaining workplace safety
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBXCM301	Engage in workplace communication
BSBXTW301	Work in a team
BSBCRT311	Apply critical thinking skills in a team environment
BSBTEC301	Design and produce business documents
BSBWRT311	Write simple documents
BSBOPS304	Deliver and monitor service to customers



Offered through partnership with COSAMP a readcloud VET RTO. RTO 41549

Aim

This qualification reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a clearly defined range of contexts. Activities are of limited complexity with required actions clearly defined. This course has been tailored to reflect Technical Theatre, and the associated skills required to operate and design sound and lighting in the theatre. The course runs for 1 academic year (Year 11 students), with Year 12 students demonstrating their certificate knowledge in practise.

Areas of Study

To achieve this qualification, the student is required to successfully complete the following units of competency:

BSB2TWK201	Work effectively with others
CUAIND211	Develop and apply creative arts industry knowledge
CUAWHS312	Apply work health and safety practices
CUAFOH211	Undertake routine front of house duties
CUALGT211	Develop basic lighting skills and knowledge
CUAPRP201	Develop basic prop construction skills
CUASTA211	Develop basic staging skills
CUASTA212	Assist with bump in and bump out of shows
CUASCE201	Develop basic scenic art skills
ICTICT215	Operate digital media technology package

Special Subject Advice

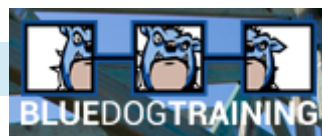
Students may enter this qualification with limited or no vocational experience and without a relevant lower level qualification. This subject is open to all students; however it is recommended that students have a clear interest in working behind the scenes in the theatre. Students who enrol in this subject must demonstrate commitment to the course organisation and delivery.

Associated Subject Costs

This course incurs a \$195.00 payment to COSAMP plus additional subject fee.

Certificates Possible

Students who successfully complete the Certificate II in Creative Industries gain a Nationally recognised qualification as well as 4 points towards the QCE (Queensland Certificate of Education).



Qualification Details

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

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

- ✓ Engineering - Fabrication Trade (Boilermaking/ Welding)
- ✓ Engineering - Fabrication Trade (Sheetmetal working)
- ✓ Engineering - Mechanical Trade (Fitting and/or Turning)
- ✓ Engineering - Mechanical Trade (Machining)
- ✓ Engineering - Mechanical Trade (Diesel Fitting/Fixed & Mobile Plant Mechanic)

Course Information

The Blue Dog Training VETiS program is a partnership between a student's school and Blue Dog Training for the delivery of the specified qualification. Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop. Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.

Course Duration

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years.

A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

Funding and Eligibility

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

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must: be currently enrolled in secondary school, permanently reside in Queensland, be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen, not already completing or have already completed a funded VETiS course with another registered training organisation.

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

Elective	
MEM11011	Undertake manual handling
MEM16006	Organise and communicate information
MEM16008	Interact with computing technology
MEM18001	Use hand tools
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and reassemble engineering mechanisms.

SIS20115 Certificate II in Sport and Recreation (This qualification has been superseded, we are currently waiting on nominal hours to run the new course, more details to come once nominal hours are approved).

This qualification allows individuals to develop basic functional knowledge and skills for work in the sport or community recreation industry. These individuals are competent in a range of skills associated with organising and delivering sport and activity sessions within a team and under supervision. They are involved in mainly routine and repetitive tasks including skill development, organising facilities and equipment and associated administration tasks.

SIS30321 Certificate III in Fitness

This qualification reflects the role of group and gym fitness instructors. The qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms and leisure and community centres.

Fees

SIS20115 Certificate II in Sport and Recreation is available

Course units

To attain a SIS20115 Certificate II in Sport and Recreation 13 units of competency must be achieved & SIS30321 Certificate III in Fitness, 15 units of competency must be achieved.

Unit code	SIS20115 Certificate II in Sport and Recreation
SISXIND001	Work effectively in sport, fitness and recreation environments
SISIND002	Maintain sport, fitness and recreation industry knowledge
SISXCAI006	Assist with activity sessions
BSBSUS201	Participate in environmentally sustainable work practices
HLTWHS001	Participate in workplace health and safety
SISXEMR001	Respond to emergency situations
SISXFAC001	Maintain equipment for activities
SISXFAC002	Maintain sport, fitness and recreation facilities
SISXCCS001	Provide quality service
SISXCAI001	Facilitate groups
HLTAID011	Provide first aid

Unit code	SIS30321 Certificate III in Fitness
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
BSBOPS304	Deliver and monitor a service to customers
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT052	Provide healthy eating information
HLTWHS001	Participate in workplace health and safety
SISXEMR001	Respond to emergency situations
SISXFAC002	Maintain sport, fitness and recreation facilities
BSBPEF301	Organise personal work priorities
BSBXTW301	Work in a team
HLTAID011	Provide first aid

under the department's VETiS funding for eligible students who currently do not hold and have not previously been enrolled in a VETiS funded qualification. Whilst the SIS30321 Certificate III in Fitness is fee-for-service and will cost \$360. Student fees will be required prior to commencement of training and collected by CQU. **All students will complete both certificates. Cert III contributes to ATAR for those who are eligible.**

Duration and location

This is delivered in Years 11 and 12 on site at Cairns State High School in partnership with Central Queensland University.

Practical Completion

All practical components of the course are completed within the school/industry environment

Pathways

Prepares students for further education, training and employment in the fields of: Fitness industry: SIS40221 – Certificate IV in Fitness (Personal Trainer)



Registered Training Organisation: Cairns State High School 30248

Aim

This qualification allows our students to develop the basic skills for entry into the workforce, especially in the area of business. After achieving this qualification, the student could progress to a wide range of other qualifications.

Areas of study

To achieve this Certificate II, students must achieve competence in the core and elective units of competency. However, the course is flexible enough to accommodate late entrants or early exits with a Statement of Attainment.

Competencies include:

Unit code	
FSKLRG011	use routine strategies for work-related learning
FSKDIG003	use digital technology for non-routine workplace tasks
FSKNUM015	estimate, measure and calculate with routine metric measurement for work
FSKNUM017	use familiar and routine maps and plans for work
FSKOCM007	interact effectively with others at work
FSKWTG009	write routine workplace texts
BSBPEF201	support personal wellbeing in the workplace
BSBOPS304	deliver and monitor a service to customers
BSBPEF202	plan and apply time management
BSBWHS211	contribute to the health and safety of self and others
BSBWHS332X	apply infection prevention and control procedures to own work activities
FSKLRG008	use simple strategies for work-related learning
FSKLRG009	use strategies to respond to routine workplace problems
FSKRDG010	read and respond to routine workplace information

Special Subject Advice

There are no pre-requisite subjects for this course. This is a VET subject.

Assessment/Workload

A variety of assessment techniques may be used throughout the course to determine students' performance. Assessment is based on Competency Based Training (CBT).

Students not achieving the full qualification will receive a Statement of Attainment for those units of competency successfully completed.

Certificates Possible

This certificate course opens up a broad range of options for students to continue studies in this area. Successful completion of this will provide 4 credit points towards a Queensland Certificate of Education (QCE).

Associated Subject Costs

Covered in general fees, except for any excursion costs, or costs associated with accessing any work placement.



Aim

This qualification allows our students to develop the basic creative and technical skills that underpin visual arts and craft practice. After achieving this qualification, the student could progress to a wide range of other qualifications in visual arts and craft, or the creative industries more broadly.

Areas of Study

To achieve this Certificate II, students must achieve competence in the core and elective units of competency. However, the course is flexible enough to accommodate late entrants or early exits with a Statement of Attainment.

Competencies

Unit code	
BSBWH5211	contribute to the health and safety of self and others
CUAACD201	develop drawing skills to communicate ideas
CUAPPR211	make simple creative work
CUARES202	source and use information relevant to own arts practice
BSBPEF202	plan and apply time management
CUADES201	follow a design process
CUADRA201	develop drawing skills
CUAPAI211	develop painting skills
CUAPRI21	develop printmaking skills

Special Subject Advice

There are no pre-requisite subjects for this course.

Assessment/Workload

A variety of assessment techniques may be used throughout the course to determine students' performance. Assessment is based on Competency Based Training (CBT). Students not achieving the full qualification will receive a Statement of Attainment for those units of competency successfully completed.

Certificates Possible

A Certificate II qualification in Visual Arts opens up a broad range of options for students to continue studies in this vocation. Successful completion of this will provide 4 credit points towards a Queensland Certificate of Education (QCE).

Associated Subject Costs

Costs for this certificate are covered in general fees, except for any excursion costs, or costs associated with accessing any work placement.

Offered through partnership with Registered Training Organisation. Ripponlea Institute RTO 21230

Aim

This qualification has been designed as an introduction to Chinese (Mandarin) where learners will apply the language in everyday spoken and written forms to a range of routine, simple tasks in familiar work and social contexts. The completion of this course requires a high level of student commitment due to the large amount of block training and vocational placement required.

Areas of Study

Students are required to complete the following units of competency to successfully gain the qualification:

Unit code	
CALOCS301	conduct routine oral communication for social purposes in a language other than English.
CALOCW302	conduct routine workplace oral communication in a language other than English.
CALRWS303	read and write routine documents for social purposes in a language other than English
CALRWW304	read and write routine workplace documents in a language other than English

Assessment/Workload

Certificate III in Applied Languages (Mandarin) is a two year course, in which all competencies listed above must be completed in order to achieve the qualification. All assessment is competency based. A variety of assessment techniques may be used throughout the course to determine students' performance. Assessment methods may include: role-plays and pair work, interviews, presentations, practical exercises, portfolios of written work, reports as well as group and class work observations and industry engagement activities.

Associated Subject Costs

This course incurs a fee of \$500. These costs MUST be paid for prior to enrolling in the Course. This would be considerably more if students enrol in TAFE after completing school.

Certificates

A nationally accredited Certificate III in Applied Languages at completion of competencies and 8 points towards the QCE (Queensland Certificate of Education).

Funding

This course is offered under Vocational Education and Training in Schools (VETiS) funding- funded by the Queensland Government - for eligible high school students who are in year 10, 11 or 12 eligibility criteria applies. Fee for Service options available for anyone not eligible for VETiS funding.

Qualification Description

This course gives students a good introduction and basic understanding of the hospitality industry. Students may elect to further their studies by undertaking additional units of competency to upgrade to the Certificate II in Kitchen Operations, Certificate III in Hospitality and/or Certificate II in Tourism.

Packaging Rules

To achieve this qualification, the student must demonstrate competency in 12 units of competency: 6 core units and 6 elective units. The units are selected below:

Core Units	
BSBWOR203	Work effectively with others
SITXCCS003	Interact with customers
SITHIND002	Source and use information on the hospitality industry
SITXCOM002	Show social and cultural sensitivity
SITXWHS001	Participate in the safe work practices
SITHIND003	Use hospitality skills effectively

Elective Units	
SITXFSA001	Use hygienic practices for food safety
BSBCMM201	Communicate in the workplace
SITHGAM001	Provide responsible gambling services
SITHFAB005	Prepare and serve espresso coffee
SITHFAB004	Prepare and serve non-alcoholic beverages
SITXFIN001	Process financial transactions

Assessment

Assessment is competency based. Students will be assessed in a number of ways while studying with MiHaven Training, including observation, written assessment, questioning, Third-party/ Work placement feedback, and through recognition of prior learning. Please note, MiHaven Training's assessor will advise students of the method of assessment prior to commencing each unit of competency.

Enrolment

Students who enrol after the commencement date of the course may not achieve the full qualification. In this case, student will receive a Statement of Attainment listing units that have been successfully completed issued by MiHaven Training

Vocational Placement

It is a requirement of this qualification that students complete 12 service shifts in industry, which MiHaven Training will assist students to organise with one of our partner organisations., this may include but is not limited to planned excursions, field trips, etc.

Registered Training Organisation: MiHaven RTO 40928

Entry Requirements

To be eligible to undertake the upgraded qualification, students must have completed the MiHaven Training SIT20316 Certificate II in Hospitality and/ or SIT20416 Certificate II in Kitchen Operations in the previous academic year/s.

Funding

Fee for Service - No funding available, please see **FEES** below.

Qualification Description

This course gives students a specialist, operational understanding of the hospitality industry. Students who complete the MiHaven Training SIT20316 Certificate II in Hospitality and SIT20416 Certificate II in Kitchen Operations will receive credits for 11 units of competency, listed below.

Delivery Mode

Delivery could be face to face where a MiHaven Training trainer and assessor will come to the school for 1 session per week, with 2 session per week being staffed by the school where the students will be supervised to complete self-directed work, research and activities. Delivery can be facilitated online and a MiHaven Training trainer and assessor will come to the school once a month to conduct practical observations.

Fees

\$750.00 Payment for this course is made under a fee-for-service arrangement with individual students.

Packaging Rules

To achieve this qualification, the student must demonstrate competency in 15 units: 7 core units and 8 elective units.

Core Units	
BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITXCOM002	Show social and cultural sensitivity
SITXWHS001	Participate in the safe work practices
SITHIND004	Work effectively in hospitality service
SITHCCS006	Provide service to customers
SITXHRM001	Coach others in job skills

Elective Units	
BSBCMM201	Communicate in the workplace
SITXFSA001	Use hygienic practices for food safety
SITHFAB005	Prepare and serve espresso coffee
SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches
SITHCCC006	Prepare appetisers and salads
SITHFAB002	Provide responsible service of alcohol
SITHFAB007	Serve Food and Beverage

Assessment

Assessment is competency based. Students will be assessed in a number of ways while studying with MiHaven Training, including observation, written assessment, questioning, Third-party/ Work placement feedback, and through recognition of prior learning. Please note, MiHaven Training's assessor will advise students of the method of assessment prior to commencing each unit of competency.

Enrolment

Students who enrol after the commencement date of the course may not achieve the full qualification. In this case, student will receive a Statement of Attainment listing units that have been successfully completed issued by MiHaven Training

Vocational Placement

It is a requirement of this qualification that students complete 24 service shifts in industry (12 shifts carried over from previous academic year), which MiHaven Training will assist students to organise with one of our partner organisations., this may include but is not limited to planned excursions, field trips, etc.

Offered through partnership with Aviation Australia as the registered training organisation. RTO 30770

Aim

Obtaining your Remote Pilots Licence (RPL) is the first step to being able to operate remotely piloted aircraft systems (RPAS), otherwise known as drones or UAVs, for commercial or business purposes without many weight or operating restrictions. The unmanned aviation industry is set to grow significantly in the next decade and remotely piloted aircraft (RPA) have already begun replacing manned aircraft in many roles.

In partnership with a CASA-approved RPAS training provider, Aviation Australia can offer the theoretical and operational (practical) training required to obtain your RPL and kick-start your drone career.

The Certificate III in Aviation (Remote Pilot) provides you with important training to legally operate remotely piloted aircraft. It will also allow you to fly without many of the weight or operating restrictions applied to recreational users.

There are many different pathways available to work in the unmanned piloting industry. Below are some examples of the different industries utilising the skill set taught in this course.

- Industrial inspections
- 3D mapping
- Surveying
- Emergency services
- Scientific research and environmental monitoring
- Agriculture
- Drone photography and videography

Special Subject Advice

Anyone can undertake remote pilot training, even if you have never flown a drone before. You will also receive your Certificate III in Aviation (Remote Pilot). This is an academic qualification which you can either use as a stand-alone set of skills or build on by gaining further aviation qualifications such as the Diploma of Aviation Management.

Areas of Study

To achieve this qualification, the student is required to successfully complete fourteen units of competency:

Units	
AVIF0021	Manage human factors in remote pilot aircraft systems operations
AVIH0006	Navigate remote pilot aircraft systems
AVIW0028	Operate and manage remote pilot aircraft systems
AVIW0004	Perform operational inspections on remote operated systems
AVIY0052	Control remote pilot aircraft systems on the ground
AVIY0023	Launch, control and recover a remotely piloted aircraft
AVIY0053	Manage remote pilot aircraft systems energy source requirements
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations.
AVIE0003	Operate aeronautical radio
AVIG0003	Work effectively in the aviation industry
AVIY0027	Operate multi-rotor remote pilot aircraft systems
AVIW0006	Perform infrastructure inspections using remote operated systems
AVIW0007	Perform aerial mapping and modelling using remote pilot aircraft system

Assessment/Workload

Certificate III in Aviation (Remote Pilot) is a one year course, in which all competencies listed above must be completed in order to achieve the qualification. Assessment for the Certificate III in Aviation (Remote Pilot) will be related to real life industry situations and is based on the consistent demonstration of competency. A variety of assessment will be used including;

- Practical observations and testing
- Theoretical questioning
- Portfolio
- Structured workplace learning

Online assessment questions and revision. All assessment is competency based

Certificate Outcomes:

- AVI30419 Certificate III in Aviation (Remote Pilot);
- CASA Remote Pilot Licence (RPL)*;
- CASA Aeronautical Radio Operators Certificate (AROC)

** This is a CASA requirement to use aviation VHF radios, which are needed when flying near aerodromes and helipads. *(Will be issued when student is 17) *subject to Civil Aviation Safety Authority (CASA) approval*

Associated Subject Costs

This certificate is a VETiS funded course and as such does not incur associated subject costs. If students qualify for the VETiS funding, there will be no cost associated with this course. If students have already utilised their VETiS funding and are not eligible, the cost of the certificate will be \$1,500.00. Students who successfully complete the Certificate III in Aviation contributes a maximum of seven (7) points towards the QCE (Queensland Certificate of Education).