
# Senior School

*Pathways to the future*

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## ACKNOWLEDGING THE GIMUY WALUBARRA YIDINJI PEOPLE

Cairns State High School acknowledges and pays respect to the past, present and future Traditional Custodians and Elders of our land, the Gimuy Walubarra Yidinji people, and the continuation of cultural, spiritual and educational practices of Aboriginal and Torres Strait Islander peoples.

Ancestors have walked this country and we acknowledge their special and unique place in our school's historical, cultural and linguistic identity.

## FOREWORD BY THE EXECUTIVE PRINCIPAL

The opportunities presented in this handbook are for your four semesters of Year 11 and 12 study. There are many wonderful choices and opportunities.

Remember that the harder you work, the luckier you get! The same is true for your journey in Senior (Year 11 and Year 12). The key to being really successful is continually working at a solid pace and maximising your effort all along the journey. Having a goal is also proven to make a big difference in maintaining effort and achieving at your best, so think carefully about what it is you want to achieve after school and then make a plan for that. Without a goal you can be tempted to be easily distracted. Some students even close down all their social media because they are time wasters. Now, there's a challenge for you!

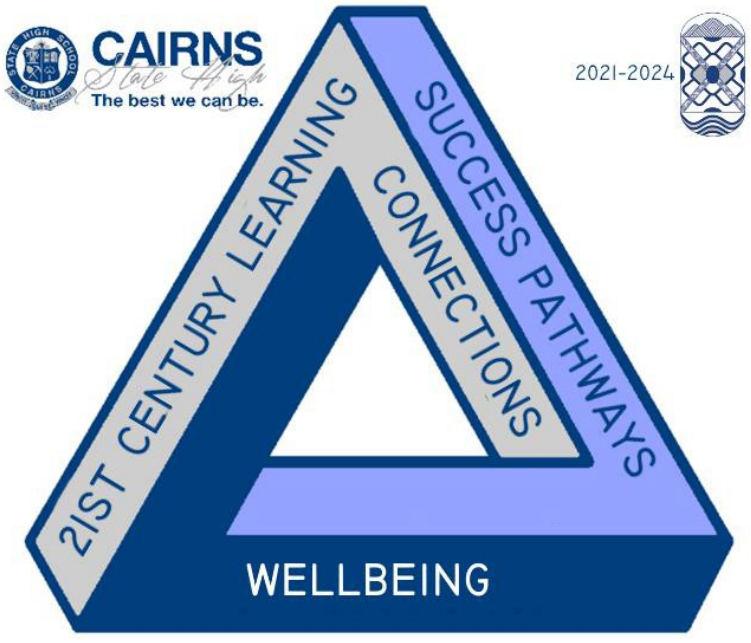
Taking all these things into consideration, there are many, many subject choices for you and you will be able pursue your interests. Take a program that is of interest to you. Doing things that you have no interest in because they might get you more points just does not work. There's a fair chance you will keep working or studying in an area that interests you and suits your preferences, so do these kinds of subjects at school in senior too.

Take every opportunity to explore the opportunities presented, discuss your plans with your teachers and get advice from your parents or carers. It is important to listen to advice, think about your future and take every opportunity to talk with teachers, Guidance Officer and any of us in the school Executive (Deputy Principals and HODs) – and even me! This is a great time to be at Cairns State High! Be the best we can be!

Christopher Zilm

Christopher Zilm, Executive Principal

## STRATEGIC PLAN



## PRINCIPAL'S ADVICE

### START NOW: HERE ARE EIGHT TIPS TO HELP YOU


#### PROCRASTINATION: PUTTING THINGS OFF

Focus on an area in which you find procrastination most problematic – an area you know you avoid.
Be realistic in setting a timetable. Hold yourself to the deadlines.
Begin small and experience success Break the project into smaller parts. Chip away at it in small bites. Don't wait for that "big chunk" of time.
Set a definite beginning time. Break the inertia of inactivity. If getting started is especially troublesome for you, set a time for 10 or 15 minutes. Commit yourself to doing something on the project until the timer rings. Then you can decide whether to stop or continue.
Do the most important things first. Avoid the distractions of the trivial and routine tasks when a higher priority job is waiting in the wings.
Reward yourself for completing parts of a major task: A pizza, sleeping extra late on a weekend, or shopping for something may help motivate you to complete the job.
Establish a "Commitment to Excellence". Give yourself permission to be less than perfect. A good garden may have some weeds.
Procrastination is a learned habit, so do something about it now!

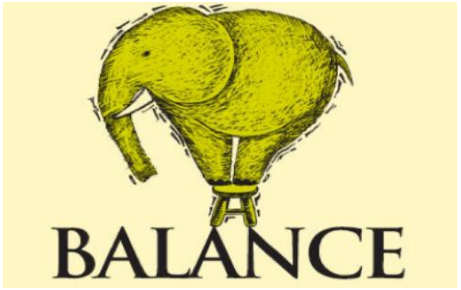
#### SET A GOAL


Research and experience says that having a goal for when you finish school helps with your achievement. You stay motivated and it is clear to you why you are working so hard.
If you are aiming for a good ATAR, you simply MUST have a course to head to.
An ATAR course is not a back-up plan so having a goal like 'Get the best score I can', just doesn't cut it. A 'Gap Year' is not a goal.
You need to have something to aim for. Something real.
Write it on your whiteboard.


#### STAY MOTIVATED

The best way to stay motivated is to experience success.
Write down all your great marks. Cross off the days on the calendar. Make a list and cross of the tasks as you get them done.
Lists go hand in hand with motivation.
Reward yourself with a treat but don't make it something like watching TV or going to the movies or worse still… playing a game. All these suck the life out of your brain, don't help you relax and do zero for achievement.

#### STAY BALANCED



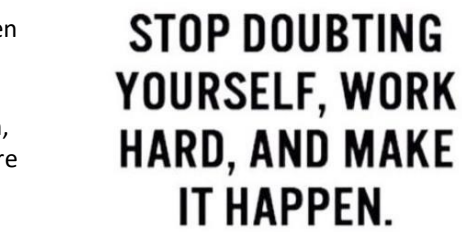

Get out and go for a walk! Light exercise is a great idea. Take the dog too!
Eat lots of brain foods like: whole grains, oily fish, blueberries, eggs, tomatoes, blackcurrents, pumpkin seeds, sage, broccoli and nuts.
Put your phone in the kitchen so you don't look at it at night time. The phone is a brain vaccuum and will keep you awake. Sleep is your friend but not during the day.
Set a good bed time. They call it sleep hygiene for a reason.
Do a study schedule and set aside your time for active fun.


#### USE A PLANNER

Just do it. Now. Put everything else away and get it done now.
Having a planner helps you keep organised and get things done.
You should be doing **12 hours/week** if you are doing an ATAR pathway.
Make sure you DO NOT do late night shifts on Sundays. They put you behind for two solid days. You need your Sunday nights. You will still have last minute habits. Work only 10-15 hours. School will suffer if you do more.
Put it on your wall. Give your folks a copy. Get them to help you stick to it.

## DON'T TRY HARD, WORK HARD

When people say they will try harder, it's like they are making an excuse for when they failed. It's a 'half-way' goal. Think about it. It's like you can hear yourself saying, 'Well, at least I tried.' Terrible.
Visualise how amazing it will feel when you get this thing done. When you finish, do a couple of fist pumps. See that happening and working hard makes a lot more sense. How? Being organised and starting now. (See all of the above!)





## ATTEND SCHOOL EVERY DAY

We have set 95% attendance requirement for the formal. (Who doesn't love the formal?) But really your attendance goal needs to be 100%. Any target you set lower is just trying hard.
Every day away from school makes your academic achievement more difficult. You can go online and see the materials but there's nothing like being there to ask questions, get help, hear examples, and see how others might solve that problem.
On the other hand, if you are sick, you are sick. Let us know and we will see what we can do to help you out with keeping up.

## YEAR 11 DOES COUNT

You will hear people saying that Year 11 doesn't count. WRONG. With the new QCE system, it counts more than ever.
Each unit counts toward your QCE and the habits you establish in Year 11 help you to study, know how to revise and prepare for internal and external examinations. You develop and refine organisational, time management and study skills in Year 11. They don't magically kick in durnig Year 12, so don't waste time - start them now in Year 10!


## TURNING ACHIEVEMENT AROUND IS TOUGH: YOU CAN DO IT!

Experience rarely gives us an example of a student who goes from a low/medium level of achievement in Year 11 to a very high level by the end of Year 12.
The skills and knowledge you have from Year 11, set you up for the following year. Gaps in pre-requisite knowledge need to be filled and skills need some practice.
So do you give up? No!
The ONLY way to turn it around is to study a LOT more - More than the 12 hours you should be doing by Year 12. Get feedback on assignments and act on it. Check that you understand processes and skills in class.

## TALK SOON!

Ms Mills is the Guidance Officer who looks after Year 11 and 12..
She is expert in career guidance and the processes for applying for TAFE, Universities and scholarships. She has vast experience in resolving personal crises and mental health concerns.
Mr Begley is also always available and he can help with a whole lot of issues with your qualifications, like checking your QCE eligibility, ATAR eligibility, QCAA account, and he can also make suggestions and referrals to the support team. Mr Zilm is also happy to help.
All your teachers want you to talk with them – even at lunch – early on if there are any issues with your learning or progress.
All of the Cairns State High staff are listed on the school website so you can email them any time too.

## STUDENT RESPONSIBILITIES IN SENIOR

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**

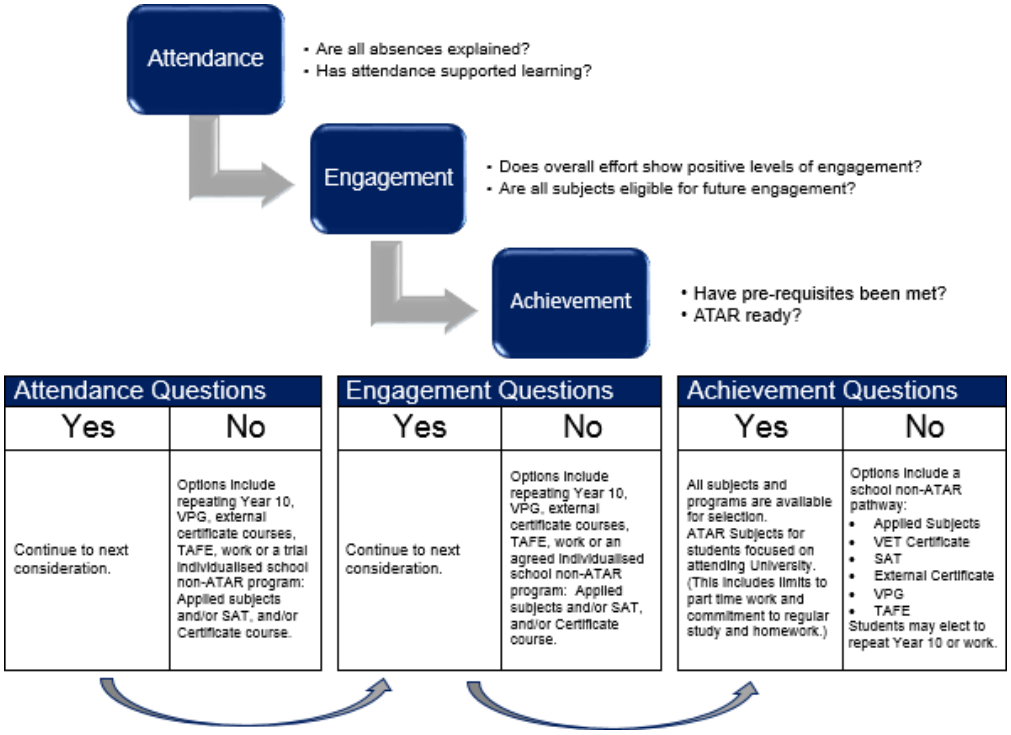
- Students should view their program as a four full semesters in the subjects they have chosen. As such, subject changes should be rare and cannot be conducted at all after the first two weeks of Semester 1.
- Teachers and HODs of subjects should be approached as early as possible to assist with resolving 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 Yr 11 to better prepare for Year 12.

**Exiting Year 12**

- All students must complete their education pathway at Cairns State High School with a QCE and a VET qualification and/or an ATAR score/an IB Diploma.

## COURSE ELIGIBILITY CHART




| Attendance Questions | |
|---|---|
| Yes | No |
| Continue to next consideration. | Options include repeating Year 10, VPG, external certificate courses, TAFE, work or a trial individualised school non-ATAR program: Applied subjects and/or SAT, and/or Certificate course. |

| Engagement Questions | |
|---|---|
| Yes | No |
| Continue to next consideration. | Options include repeating Year 10, VPG, external certificate courses, TAFE, work or an agreed individualised school non-ATAR program: Applied subjects and/or SAT, and/or Certificate course. |

| Achievement Questions | |
|---|---|
| Yes | No |
| All subjects and programs are available for selection. ATAR Subjects for students focused on attending University. (This includes limits to part time work and commitment to regular study and homework.) | Options include a school non-ATAR pathway:<br>• Applied Subjects<br>• VET Certificate<br>• SAT<br>• External Certificate<br>• VPG<br>• TAFE<br>Students may elect to repeat Year 10 or work. |

## SENIOR PATHWAYS

**All students exit with a QCE or QCIA**

| Vocational Education and Training | Blended course<br>An individual plan | University destination |
|---|---|---|
| VET qualification(s) | A qualification<br>giving you an advantage in the workplace | ATAR course |
| Certificate II and/or III | Some VET options including Cerificate 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) |
|---|---|---|---|---|

# VOCATIONAL EDUCATION

## 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 I and II levels. Students are also able to obtain VET qualifications (Cert 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:

- CPC10111 Certificate I in Construction
- BSB20115 Certificate II in Workplace Skills
- CUA20215 Certificate II Creative Industries (Technical Theatre)
- MEM20413 Certificate II in Engineering Pathways
- SIT20416 Certificate II in Kitchen Operations
- SIS20115 Certificate II in Sport and Recreation SIS30315 Certificate II in Fitness
- FSK20119 Certificate II in Skills for Work and Vocational Pathways
- CUV20111 Certificate II in Visual Arts
- 10297NAT Certificate III in Applied Languages (Chinese)
- CHC30121 Certificate III in Early Childhood Education and Care
- SIT30616 Certificate III in Hospitality

## FLEXIBLE TIMETABLE FOR YEAR 11 AND 12

To assist students in developing their skills for career pathways, Period 1 and 4 on Wednesdays are flexible timetables periods. The opportunities include:

| School to Work | Independent Study Program | Timetable Extension Programs |
|---|---|---|
| This includes:<br>School Based Apprenticeships and Traineeships;<br>Work experience;<br>Structured Work placement;<br>Courses and Certificates as required e.g. construction white card, dive course, boat licence etc. | One or a combination of the following:<br>University/TAFE courses;<br>Work Experience;<br>Structured Work Placement;<br>Home study. | The following courses are available:<br>Workshops and lectures;<br>Multi-Arts Studies (Tech Theatre);<br>Media Arts in Practice (Euroka: school magazine);<br>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.

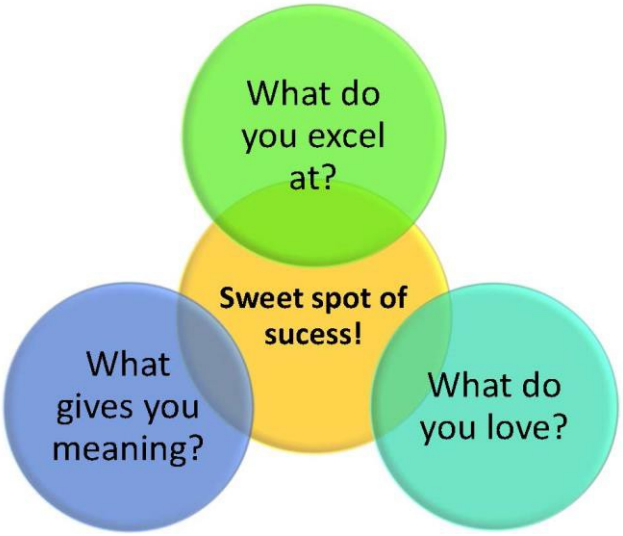
## PLANNING YOUR PATHWAY: MAKING DECISIONS

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 into 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.

## QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

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

## QCE: QUEENSLAND CERTIFICATE OF EDUCATION

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.

**Set amount**

20 credits from contributing courses of study, including:

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

**Set pattern**

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

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

**Set standard**

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

**Literacy & numeracy**

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

### 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 credit 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<br>• QCAA Short Course in Literacy<br>• QCAA Short Course in Numeracy | up to 1 |
| 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<br>• QCAA Short Course in Aboriginal & Torres Strait Islander Languages<br>• QCAA Short Course in Career Education | up to 1 |
| University subjects | up to 4 |
| Diplomas and Advanced Diplomas | up to 8 |
| Recognised studies categorised as Complementary | as recognised by QCAA |

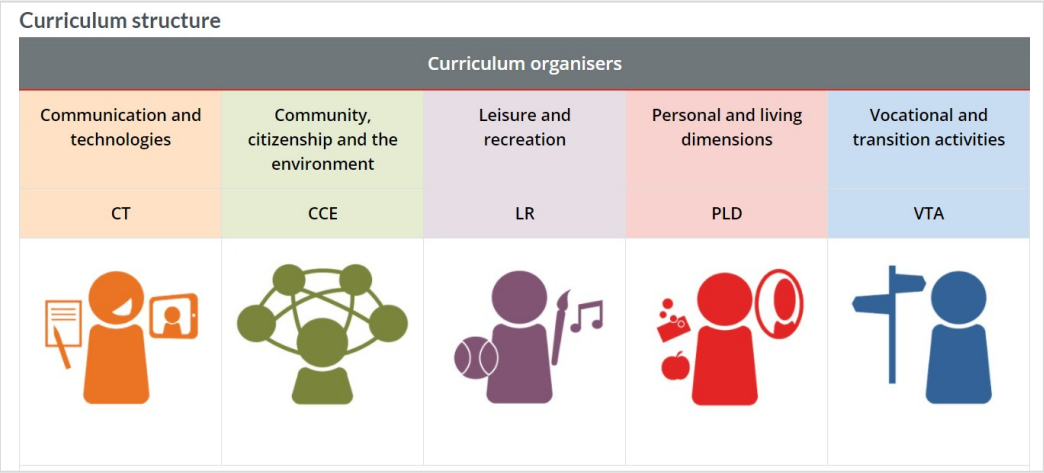
The latest information about obtaining a QCE can be located on the QCAA Website.

## 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 | |
|---|---|
| **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. |
| **Everyday English** | Everyday 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. |
| **Functional Maths** | The Functional 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. |
| **Horticulture** | The 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 to 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. |
| **Work Skills** | The 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 engage in and reflect on supported work experience placements within the school and local community. |
| **Workshop** | The Workshop 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.

# APPLIED SYLLABUSES

## 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.

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

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

## ASSESSMENT

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

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

## SENIOR COURSE OPTIONS

| QCE | General Subjects | Code | QCE | Applied Subjects Certificate Courses | Code |
|---|---|---|---|---|---|
| 4 | ▪ General Mathematics | MAG | | | |
| 4 | ▪ Mathematical Methods | MAM | 4 | ▪ Essential Mathematics | MAE |
| 4 | ▪ Specialist Mathematics | MAS | | | |
| 4 | ▪ English | ENG | | | |
| 4 | ▪ Literature | LIT | | | |
| 2 | ▪ English Extension (2022) | EEX | 4 | ▪ Essential English | ENE |
| 4 | ▪ English as an Additional Language | EAL | | | |
| 4 | ▪ Aboriginal and Torres Strait Islander Studies | ATI | | | |
| 4 | ▪ Accounting | ACC | 4 | ▪ Business Studies | VBS |
| 4 | ▪ Ancient History | AHS | 4 | ▪ BSB20115 Certificate II in Workplace Skills | VSK |
| 4 | ▪ Business | BUS | | | |
| 4 | ▪ Geography | GEG | 4 | ▪ FSK20113 Certificate II in Skills for Work and Vocational Pathways | |
| 4 | ▪ Legal Studies | LEG | | | |
| 4 | ▪ Modern History | MHS | | | |
| | | | 4 | ▪ Furniture Skills | FUR |
| 4 | ▪ Digital Solutions | DIS | 4 | ▪ Industrial Graphics Skills | GSK |
| 4 | ▪ Design | DES | 3 | ▪ CPC10111 Certificate I in Construction | VCC |
| 4 | ▪ Engineering | EGR | 4 | ▪ MEM20413 Certificate II in Engineering Pathways | VEG |
| | | | 4 | ▪ Tourism | TOU |
| | | | 4 | ▪ Fashion | FAZ |
| | | | 4 | ▪ Social and Community Studies | SCS |
| 4 | ▪ Food & Nutrition | FNU | 8 | ▪ CHC30113 Certificate III in Early Childhood Education and Care | VEC |
| | | | 7 | ▪ SIT30616 Certificate III in Hospitality | VHY |
| | | | 8 | ▪ HC33015 Certificate III in Individual Support | VIN |
| 4 | ▪ Health | HEA | 4 | ▪ Sport & Recreation | REC |
| 4 | ▪ Physical Education | PED | 4 | ▪ SIS20115 Certificate II in Sport and Recreation | VSR |
| 4 | ▪ Aerospace Systems | AES | | | |
| 4 | ▪ Biology | BIO | | | |
| 4 | ▪ Chemistry | CHM | 4 | ▪ Aquatic Practices | AQP |
| 4 | ▪ Marine Science | MRN | | | |
| 4 | ▪ Physics | PHY | | | |
| 4 | ▪ Psychology | PSY | | | |
| 4 | ▪ Italian | ITL | 4 | ▪ 10297NAT Certificate II in Applied Languages (Chinese) | VAL |
| 4 | ▪ Japanese | JAP | | | |
| 4 | ▪ Dance | DAN | 4 | ▪ Media Arts in Practice | MAP |
| 4 | ▪ Drama | DRA | 4 | ▪ Music in Practice | MUP |
| 4 | ▪ Film, Television & New Media | FTM | 4 | ▪ Visual Arts in Practice | VAP |
| 4 | ▪ Music | MUS | 4 | ▪ CUA20215 Certificate II Creative Industries (Technical Theatre) | VCI |
| 2 | ▪ Music Extension (Performance) | MEX | | | |
| 4 | ▪ Visual Art | ART | 4 | ▪ CUV20111 Certificate II in Visual Arts | VVI |

**Additional opportunities**

Studies in these areas do not attract additional ATAR or QCE credits. Centres of Excellence in:

- Basketball
- Choral Music
- Dance
- Drama
- Film
- Orchestral Music
- Visual Art

Students may also consider combing school options with externally offered courses which are supported by school:

- TAFE at School
- CQUniversity SUN Program
- Study teaching at High school

**General senior subject**

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**<br>Consumer arithmetic<br>Shape and measurement<br>Linear equations and their graphs | **Applied trigonometry, algebra, matrices and univariate data**<br>Applications of trigonometry<br>Algebra and matrices<br>Univariate data analysis | **Bivariate data, sequences and change, and Earth geometry**<br>Bivariate data analysis<br>Time series analysis<br>Growth and decay in sequences<br>Earth geometry and time zones | **Investing and networking**<br>Loans, investments and annuities<br>Graphs and networks<br>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

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

**General senior subject**

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

**Assessment**

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

**Summative assessments**

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

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.

**Pathways**

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

**Objectives**

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

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

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

## Assessment

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

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

**Summative assessments**

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1): Problem-solving and modelling task | 20% | Summative internal assessment 3 (IA3): Examination | 15% |
| Summative internal assessment 2 (IA2): Examination | 15% | | |
| Summative external assessment (EA): 50%<br>• 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 learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

**Objectives**

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

- select, 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**

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

**Assessment**

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

**Summative assessments**

| Unit 3 | Unit 4 |
|---|---|
| Summative internal assessment 1 (IA1):<br>Problem-solving and modelling task | Summative internal assessment 3 (IA3):<br>Problem-solving and modelling task |
| Summative internal assessment 2 (IA2):<br>Common internal assessment (CIA) | Summative internal assessment (IA4):<br>Examination |

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.

**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 |
|---|---|---|---|
| **Perspectives and texts**<br>Examining and creating perspectives in texts<br>Responding to a variety of non-literary and literary texts<br>Creating responses for public audiences and persuasive texts | **Texts and culture**<br>Examining and shaping representations of culture in texts<br>Responding to literary and non-literary texts, including a focus on Australian texts<br>Creating imaginative and analytical texts | **Textual connections**<br>Exploring connections between texts<br>Examining different perspectives of the same issue in texts and shaping own perspectives<br>Creating responses for public audiences and persuasive texts | **Close study of literary texts**<br>Engaging with literary texts from diverse times and places<br>Responding to literary texts creatively and critically<br>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):<br>Extended response — written response for a public audience | 25% | Summative internal assessment 3 (IA3):<br>Extended response — imaginative written response | 25% |
| Summative internal assessment 2 (IA2):<br>Extended response — persuasive spoken response | 25% | Summative external assessment (EA):<br>Examination — analytical written response | 25% |

## General senior subject

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

Students 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<br>Ways literary texts are received and responded to<br>How textual choices affect readers<br>Creating analytical and imaginative texts | Texts and culture<br>Ways literary texts connect with each other — genre, concepts and contexts<br>Ways literary texts connect with each other — style and structure<br>Creating analytical and imaginative texts | Literature and identity<br>Relationship between language, culture and identity in literary texts<br>Power of language to represent ideas, events and people<br>Creating analytical and imaginative texts | Independent explorations<br>Dynamic nature of literary interpretation<br>Close examination of style, structure and subject matter<br>Creating analytical and imaginative texts |

### Assessment

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

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

### Summative assessments

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

**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 |
|---|---|---|---|
| Language, text and culture<br>Examining and shaping representations of culture in texts<br>Responding to a variety of media and literary texts<br>Creating analytical and persuasive texts | Perspectives in texts<br>Examining and shaping perspectives in texts<br>Responding to literary texts, including a focus on Australian texts<br>Creating imaginative and analytical texts | Issues, ideas and attitudes<br>Exploring representations of issues, ideas and attitudes in texts<br>Responding to literary and persuasive texts<br>Creating analytical and persuasive texts | Close study of literary texts<br>Engaging with literary texts from diverse times and places<br>Responding to literary texts creatively and critically<br>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):<br>Examination – analytical written response | 25% | Summative internal assessment 3 (IA3):<br>Extended response – imaginative spoken/multimodal response | 25% |
| Summative internal assessment 2 (IA2):<br>Extended response – persuasive written response | 25% | Summative external assessment (EA):<br>Examination – analytical extended response | 25% |

# ESSENTIAL ENGLISH

**Applied senior subject**

Applied

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.

**Structure**

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

**Assessment**

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

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

**Summative assessments**

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

**General senior subject**

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 Islander peoples
- Consider and organize information from sources
- Evaluate the significance of cultural interactions in relation to Aboriginal & Torres Islander peoples
- Create responses that communicate meaning to suit purpose

**Structure**

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Culture, identity and connections<br>- significant and intrinsic aspects of Aboriginal societies and Torres Strait Islander societies | Continuity, change and influences<br>- Resistance<br>- Social and political change | Responses and contributions<br>-<br>- Rights and freedoms<br>- Land rights | Moving forward<br>- Resilience<br>- 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):<br>Examination — Extended Response | 25% | Summative internal assessment 3 (IA3):<br>Investigation — Inquiry Response | 25% |
| Summative internal assessment 2 (IA2):<br>Investigation — Inquiry Response | 25% | Summative external assessment (EA):<br>Examination — Short Response | 25% |

# ACCOUNTING

**General senior subject** General

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**<br>Accounting for a service business — cash, accounts receivable, accounts payable and no GST<br>End-of-month reporting for a service business | **Management effectiveness**<br>Accounting for a trading GST business<br>End-of-year reporting for a trading GST business | **Monitoring a business**<br>Managing resources for a trading GST business — non-current assets<br>Fully classified financial statement reporting for a trading GST business | **Accounting — the big picture**<br>Cash management<br>Complete accounting process for a trading GST business<br>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):<br>Examination — combination response | 25% | Summative internal assessment 3 (IA3):<br>Project — cash management | 25% |
| Summative internal assessment 2 (IA2):<br>Examination — short response | 25% | Summative external assessment (EA):<br>Examination — short response | 25% |

**General senior subject**

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:

- 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**<br>• Digging up the past<br>• Ancient societies — Weapons and warfare (Vikings) | **Personalities in their time**<br>• Akhenaten<br>• Boudica | **Reconstructing the ancient world**<br>• Fifth Century BCE Athens<br>• Philip II and Alexander III of Macedon | **People, power and authority**<br>• Ancient Rome — Civil War and the breakdown of the Republic<br>• Augustus |

**Assessment**

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

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

**Summative assessments**

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Examination — essay in response to historical sources | 25% | Summative internal assessment 3 (IA3):<br>• Investigation — historical essay based on research | 25% |
| Summative internal assessment 2 (IA2):<br>• Independent source investigation | 25% | Summative external assessment (EA):<br>• 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**<br>• Fundamentals of business<br>• Creation of business ideas | **Business growth**<br>• Establishment of a business<br>• Entering markets | **Business diversification**<br>• Competitive markets<br>• Strategic development | **Business evolution**<br>• Repositioning a business<br>• Transformation of a business |

**Assessment**

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

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

**Summative assessments**

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

BUSINESS STUDIES

**Applied senior subject**

**General**

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

A course of study in Business Studies consists of core 'Business practices' and 'Business functions' delivered through elective 'Business contexts'. Students will explore business functions and develop business practices required to produce solutions to real life or simulated problems and successfully participate in future employment.

Students will develop their business knowledge and understanding through applying business practices and business functions in business contexts (e.g. entertainment, retail, tourism & hospitality, events management, not for profit, real estate, health & wellbeing).

Students will analyse business information and will have opportunities to propose and implement outcomes and solutions in business contexts. Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

**Pathways**

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

**Objectives**

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

- describe and explain concepts and ideas related to business functions
- demonstrate processes, procedures and skills related to business functions to complete tasks.
- analyse business information related to business functions and contexts
- apply knowledge, understanding and skills related to business functions and contexts
- use language conventions and features to communicate ideas and information.
- make and justify decisions for business solutions and outcomes
- plan and organise business solutions and outcomes
- evaluate business decisions, solutions and outcomes

**Structure**

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Module 1: Customer service**<br>**Context:** Retail<br>**Assessment:** Examination<br>**Module 2: Community support services**<br>**Context:** Not-for-Profit<br>**Assessment:** Extended Response | **Module 3: Conducting an Event**<br>**Context:** Events Management<br>**Assessment:**<br>1. Project<br>2. Extended Response | **Module 4: Social Media**<br>**Context:** Tourism and Hospitality<br>**Assessment:** Project<br>**Module 5: Work and life balance**<br>**Context:** Health and Wellbeing<br>**Assessment:** Extended Response | **Module 6: Financial administration**<br>**Context:** Real Estate<br>**Assessment:** Project<br>**Module 7: Computerized accounting**<br>**Context:** Retail<br>**Assessment:** Examination |

**Assessment**

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 at least one project, one examination and no more than two assessments from any one technique. Students will also receive an overall subject result (A–E).

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**<br>Natural hazard zones<br>Ecological hazard zones | **Planning sustainable places**<br>Responding to challenges facing a place in Australia<br>Managing the challenges facing a megacity | **Responding to land cover transformations**<br>Land cover transformations and climate change<br>Responding to local land cover transformations | **Managing population change**<br>Population challenges in Australia<br>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):<br>Examination — combination response | 25% | Summative internal assessment 3 (IA3):<br>Investigation — data report | 25% |
| Summative internal assessment 2 (IA2):<br>Investigation — field report | 25% | Summative external assessment (EA):<br>Examination — combination response | 25% |
| | | | |

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

**Assessment**

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

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

**Summative assessments**

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

# MODERN HISTORY

**General senior subject**

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:

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

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

## Summative assessments

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>Examination — essay in response to historical sources | 25% | Summative internal assessment 3 (IA3):<br>Investigation — historical essay based on research | 25% |
| Summative internal assessment 2 (IA2):<br>Independent source investigation | 25% | Summative external assessment (EA):<br>Examination — short responses to historical sources | 25% |

# TOURISM

**Applied senior subject**

Applied

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

**Pathways**

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

**Objectives**

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

**Structure**

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

| Core topics | Elective topics | |
|---|---|---|
| Tourism as an industry<br>The travel experience<br>Sustainable tourism | Technology and tourism<br>Forms of tourism<br>Tourist destinations and attractions | Tourism marketing<br>Types of tourism<br>Tourism client groups |

**Assessment**

For Tourism, 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
- one examination
- 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:<br>written: 500–900 words<br>spoken: 2½–3½ minutes<br>multimodal<br>non-presentation: 8 A4 pages max (or equivalent)<br>presentation: 3–6 minutes<br>performance: continuous class time<br>product: continuous class time. | Presented in one of the following modes:<br>written: 600–1000 words<br>spoken: 3–4 minutes<br>multimodal<br>non-presentation: 10 A4 pages max (or equivalent)<br>presentation: 4–7 minutes. | Presented in one of the following modes:<br>written: 600–1000 words<br>spoken: 3–4 minutes<br>multimodal<br>non-presentation: 10 A4 pages max (or equivalent)<br>presentation: 4–7 minutes. | 60–90 minutes<br>50–250 words per item |

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

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

**Pathways**

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

**Objectives**

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

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

**Structure**

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

**Assessment**

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

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

**Summative assessments**

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>Investigation — technical proposal | 20% | Summative internal assessment 3 (IA3):<br>Project — folio | 25% |
| Summative internal assessment 2 (IA2):<br>Project — digital solution | 30% | Summative external assessment (EA):<br>Examination | 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**<br>Engineering history<br>The problem-solving process in Engineering<br>Engineering communication<br>Introduction to engineering mechanics<br>Introduction to engineering materials | **Emerging technologies**<br>Emerging needs<br>Emerging processes and machinery<br>Emerging materials<br>Exploring autonomy | **Statics of structures and environmental considerations**<br>Application of the problem-solving process in Engineering<br>Civil structures and the environment<br>Civil structures, materials and forces | **Machines and mechanisms**<br>Machines in society<br>Materials<br>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): Project folio | 25% | Summative internal assessment 3 (IA3): Project — folio | 25% |
| Summative internal assessment 2 (IA2): Examination | 25% | Summative external assessment (EA): Examination | 25% |

# FURNISHING SKILLS

**Applied senior subject**

Applied

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.

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

| Core topics | Elective topics |
|---|---|
| Industry practices<br>Production processes | Cabinet-making<br>Furniture finishing<br>Furniture-making<br>Glazing and framing<br>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:<br>written: 500–900 words<br>spoken: 2½–3½ minutes<br>multimodal<br>non-presentation: 8 A4 pages max (or equivalent)<br>presentation: 3-6 minutes<br>product: continous class time. | Students demonstrate production skills and procedures in class under teacher supervision. | 60–90 minutes<br>50–250 words per item |

## General senior subject

General

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**<br>Introduction to the food system<br>Vitamins and minerals<br>Protein<br>Developing food solutions | **Food drivers and emerging trends**<br>Consumer food drivers<br>Sensory profiling<br>Labelling and food safety<br>Food formulation for consumer markets | **Food science of carbohydrate and fat**<br>The food system<br>Carbohydrate<br>Fat<br>Developing food solutions | **Food solution development for nutrition consumer markets**<br>Formulation and reformulation for nutrition consumer markets<br>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):<br>Examination | 20% | Summative internal assessment 3 (IA3):<br>Project — folio | 30% |
| Summative internal assessment 2 (IA2):<br>Project — folio | 25% | Summative external assessment (EA):<br>Examination | 25% |

# FASHION

**Applied senior subject**

Applied

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

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

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

**Pathways**

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

**Objectives**

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

- identify and interpret fashion fundamentals
- explain design briefs
- demonstrate elements and principles of fashion design and technical skills in fashion contexts
- analyse fashion fundamentals
- apply fashion design processes
- apply technical skills and design ideas related to fashion contexts
- use language conventions and features to achieve particular purposes
- generate, modify and manage plans and processes
- synthesise ideas and technical skills to create design solutions
- evaluate design ideas and products
- create communications that convey meaning to audiences.

**Structure**

The Fashion course is designed around core and elective topics. The elective learning occurs through fashion contexts.

| Core topics | Elective topics | |
|---|---|---|
| • Fashion culture<br>• Fashion technologies<br>• Fashion design | • Adornment<br>• Accessories<br>• Millinery<br>• Wearable art<br>• Collections<br>• Fashion designers | • Fashion in history<br>• Haute couture<br>• Sustainable clothing<br>• Textiles<br>• Theatrical design<br>• Merchandising |

**Assessment**

For Fashion, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including two projects and one extended response.

| Project | Investigation | Extended response | Product |
|---|---|---|---|
| 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 applies identified skill/s in fashion technologies and design processes. |
| A project consists of a product component and at least one of the following components:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal: 3–6 minutes<br>• product: 1–4. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | products 1–4 |

**Applied senior subject**

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

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

Pathways

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

Objectives

- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.

**Structure**

The Social & Community Studies course is designed around three core life skills areas 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<br>Interpersonal skills — Living with and relating to other people<br>Citizenship skills — Receiving from and contributing to community | The Arts and the community<br>Australia's place in the world<br>Gender and identity<br>Health: Food and nutrition<br>Health: Recreation and leisure | Into relationships<br>Legally, it could be you<br>Money management<br>Science and technology<br>Today's society<br>The world of work |

**Assessment**

For 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:**<br>written: 500–900 words<br>spoken: 2½–3½ minutes<br>multimodal: 3–6 minutes<br>performance: continuous class time<br>product: continuous class time. | Presented in one of the following modes:<br>written: 600–1000 words<br>spoken: 3–4 minutes<br>multimodal: 4–7 minutes. | Presented in one of the following modes:<br>written: 600–1000 words<br>spoken: 3–4 minutes<br>multimodal: 4–7 minutes. | 60–90 minutes<br>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 recommendations.

**Structure**

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

| Core topics | Elective topics |
|---|---|
| • Industry practices<br>• Drafting processes | • Building and construction drafting<br>• Engineering drafting<br>• 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 incldues a model) component and at least one of the following components:<br>written: 500–900 words<br>spoken: 2½–3½ minutes<br>multimodal<br>non-presentation: 8 A4 pages max (or equivalent)<br>presentation: 3-6 minutes<br>product: continous class time. | Students demonstrate production skills and procedures in class under teacher supervision. | 60–90 minutes<br>50–250 words per item |

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.

**Objectives**

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

- recognise and describe information about health-related topics and issues
- comprehend and use health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

**Structure**

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

**Assessment**

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

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

**Summative assessments**

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>Investigation — action research | 25% | Summative internal assessment 3 (IA3):<br>Investigation —analytical exposition | 25% |
| Summative internal assessment 2 (IA2):<br>Examination — extended response | 25% | Summative external assessment (EA):<br>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**<br>Motor learning integrated with a selected physical activity<br>Functional anatomy and biomechanics integrated with a selected physical activity | **Sport psychology, equity and physical activity**<br>Sport psychology integrated with a selected physical activity<br>Equity — barriers and enablers | **Tactical awareness, ethics and integrity and physical activity**<br>Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity<br>Ethics and integrity | **Energy, fitness and training and physical activity**<br>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):<br>Project — folio | 25% | Summative internal assessment 3 (IA3):<br>Project — folio | 30% |
| Summative internal assessment 2 (IA2):<br>Investigation — report | 20% | Summative external assessment (EA):<br>Examination — combination response | 25% |

## Applied senior subject

Applied

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

**Pathways**

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

**Objectives**

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

**Structure**

The Sport & Recreation course is designed around core and elective topics.

| Core topics | Elective topics |
|---|---|
| • Sport and recreation in the community<br>• Sport, recreation and healthy living<br>• Health and safety in sport and recreation activities<br>• Personal and interpersonal skills in sport and recreation activities | • Active play and minor games<br>• Challenge and adventure activities<br>• Games and sports<br>• Lifelong physical activities<br>• Rhythmic and expressive movement activities<br>• Sport and recreation physical activities |

**Assessment**

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including one project (annotated records of the performance is also required) and one investigation, extended response or examination.

| Project | Investigation | Extended response | Performance | 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 involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent. | A response that answers a number of provided questions, scenarios and/or problems. |
| At least two different components from the following:<br>written: 500–900 words<br>spoken: 2½–3½ minutes<br>multimodal: 3–6 minutes<br>performance: 2–4 minutes.* | Presented in one of the following modes:<br>written: 600–1000 words<br>spoken: 3–4 minutes<br>multimodal: 4–7 minutes. | Presented in one of the following modes:<br>written: 600–1000 words<br>spoken:<br>3–4 minutes<br>multimodal: 4–7 minutes. | 2–4 minutes* | 60–90 minutes<br>50–250 words per item |

* Evidence must include annotated records that clearly identify the application of standards to performance.

**General senior subject**

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 will also benefit students wishing to pursue post-school pathways in diploma and advanced diploma courses in the technical and paraprofessional areas of customer relationship management, workplace health and safety, engineering, human resource management, systems analysis and technology-related areas.

**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**<br>Solving aerospace problems<br>The evolving aerospace industry<br>Introduction to aerodynamics<br>Introduction to aircraft systems<br>Introduction to aviation weather systems | **Emerging aerospace technologies**<br>Operational assets<br>Operational environments<br>Operational control systems<br>Future applications | **Aerospace operational systems**<br>International and national operational and safety systems<br>Airspace management<br>Safety management systems<br>Operational accident and incident investigation processes<br>Airport and airline operation systems | **Aircraft performance systems and human factors**<br>Aircraft performance<br>Aircraft navigation<br>Advanced navigation and radio communication technologies<br>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):<br>• Project — folio | 25% | Summative internal assessment 3 (IA3):<br>• Project — folio | 25% |
| Summative internal assessment 2 (IA2):<br>• Examination | 25% | Summative external assessment (EA):<br>• Examination | 25% |

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**<br>Cells as the basis of life<br>Multicellular organisms | **Maintaining the internal environment**<br>Homeostasis<br>Infectious diseases | **Biodiversity and the interconnectedness of life**<br>Describing biodiversity<br>Ecosystem dynamics | **Heredity and continuity of life**<br>DNA, genes and the continuity of life<br>Continuity of life on Earth |

**Assessment**

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

**Summative assessments**

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

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**<br>Properties and structure of atoms<br>Properties and structure of materials<br>Chemical reactions —reactants, products and energy change | **Molecular interactions and reactions**<br>Intermolecular forces and gases<br>Aqueous solutions and acidity<br>Rates of chemical reactions | **Equilibrium, acids and redox reactions**<br>Chemical equilibrium systems<br>Oxidation and reduction | **Structure, synthesis and design**<br>Properties and structure of organic materials<br>Chemical synthesis and design |

**Assessment**

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

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

**Summative assessments**

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

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**<br>An ocean planet<br>The dynamic shore | **Marine biology**<br>Marine ecology and biodiversity<br>Marine environmental management | **Marine systems — connections and change**<br>The reef and beyond<br>Changes on the reef | **Ocean issues and resource management**<br>Oceans of the future<br>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):<br>Data test | 10% | Summative internal assessment 3 (IA3):<br>Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>Student experiment | 20% | | |
| ummative external assessment (EA): 50%<br>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 natter 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**<br>Heating processes<br>Ionising radiation and nuclear reactions<br>Electrical circuits | **Linear motion and waves**<br>Linear motion and force<br>Waves | **Gravity and electromagnetism**<br>Gravity and motion<br>Electromagnetism | **Revolutions in modern physics**<br>Special relativity<br>Quantum theory<br>The Standard Model |

**Assessment**

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

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

**Summative assessments**

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

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
- communicates understandings, findings, arguments and conclusions.

**Structure**

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

Assessment

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

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

**Summative assessments**

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

# AQUATIC PRACTICES

**Applied senior subject**

Applied

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 to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

**Objectives**

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

- describe concepts and ideas in aquatic contexts
- explain concepts and ideas in aquatic contexts
- demonstrate skills in aquatic contexts
- analyse information, situations and relationships
- apply knowledge, understanding and skills
- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose
- generate plans and procedures for activities
- evaluate the safety and effectiveness of activities
- make recommendations for activities in aquatic contexts.

**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 | • Environmental conditions<br>• Ecosystems<br>• Conservation and sustainability | • Citizen science |
| Recreational | • Entering the aquatic environment | • Aquatic activities |
| Commercial | • Employment | • Aquaculture, aquaponics and aquariums<br>• Boat building and marine engineering |
| Cultural | • Cultural understandings | • Historical understandings |
| Safety and management practices | • Legislation, rules and regulations for aquatic environments<br>• Equipment maintenance and operations<br>• First aid and safety<br>• 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:<br>written: 500–900 words<br>spoken: 2½–3½ minutes<br>multimodal: 3–6 minutes<br>performance: continuous class time<br>product: continuous class time. | Presented in one of the following modes:<br>written: 600–1000 words<br>spoken: 3–4 minutes<br>multimodal: 4–7 minutes. | Presented in one of the following modes:<br>written: 600–1000 words<br>spoken: 3–4 minutes<br>multimodal: 4–7 minutes. | 60–90 minutes<br>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.

**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**<br>**My world**<br>Family/carers and friends<br>Lifestyle and leisure<br>Education | **Esplorando il mondo**<br>**Exploring our world**<br>Travel<br>Technology and media<br>The contribution of Italian culture to the world | **La nostra societa**<br>**Our society**<br>Roles and relationships<br>Socialising and connecting with my peers<br>Groups in society | **Il mio futuro**<br>**My future**<br>Finishing secondary school, plans and reflections<br>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):<br>Examination — short response | 15% | Summative internal assessment 3 (IA3):<br>Extended response | 30% |
| Summative internal assessment 2 (IA2):<br>Examination — combination response | 30% | Summative external assessment (EA):<br>Examination — combination response | 25% |

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 |
|---|---|---|---|
| **私のくらし**<br>**My world**<br>Family/carers and friends<br>Lifestyle and leisure<br>Education | **私達のまわり**<br>**Exploring our world**<br>Travel<br>Technology and media<br>The contribution of Japanese culture to the world | **私達の社会**<br>**Our society**<br>Roles and relationships<br>Socialising and connecting with my peers<br>Groups in society | **私の将来**<br>**My future**<br>Finishing secondary school, plans and reflections<br>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):<br>Examination — short response | 15% | Summative internal assessment 3 (IA3):<br>Extended response | 30% |
| Summative internal assessment 2 (IA2):<br>Examination — combination response | 30% | Summative external assessment (EA):<br>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**<br>How does dance communicate meaning for different purposes and in different contexts?<br>• Genres:<br>  • Contemporary<br>  • at least one other genre<br>• Subject matter:<br>  • meaning, purpose and context<br>  • historical and cultural origins of focus genres | **Moving through environments**<br>How does the integration of the environment shape dance to communicate meaning?<br>• Genres:<br>  • Contemporary<br>  • at least one other genre<br>• Subject matter:<br>  • physical dance environments including site-specific dance<br>  • virtual dance environments | **Moving statements**<br>How is dance used to communicate viewpoints?<br>• Genres:<br>  • Contemporary<br>  • at least one other genre<br>• Subject matter:<br>  • social, political and cultural influences on dance | **Moving my way**<br>How does dance communicate meaning for me?<br>• Genres:<br>  • fusion of movement styles<br>• Subject matter:<br>  • developing a personal movement style<br>  • 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**

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

## General senior subject

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**<br>How does drama promote shared understandings of the human experience?<br>cultural inheritances of storytelling<br>oral history and emerging practices<br>a range of linear and non-linear forms | **Reflect**<br>How is drama shaped to reflect lived experience?<br>Realism, including Magical Realism, Australian Gothic<br>associated conventions of styles and texts | **Challenge**<br>How can we use drama to challenge our understanding of humanity?<br>Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre<br>associated conventions of styles and texts | **Transform**<br>How can you transform dramatic practice?<br>Contemporary performance<br>associated conventions of styles and texts<br>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):<br>Performance | 20% | Summative internal assessment 3 (IA3):<br>Project — practice-led project | 35% |
| Summative internal assessment 2 (IA2):<br>Project — dramatic concept | 20% | | |
| Summative external assessment (EA): 25%<br>• Examination — extended response | | | |

## General senior subject

General

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**<br>Concept: technologies<br>How are tools and associated processes used to create meaning?<br>Concept: institutions<br>How are institutional practices influenced by social, political and economic factors?<br>Concept: languages<br>How do signs and symbols, codes and conventions create meaning? | **Story forms**<br>Concept: representations<br>How do representations function in story forms?<br>Concept: audiences<br>How does the relationship between story forms and meaning change in different contexts?<br>Concept: languages<br>How are media languages used to construct stories? | **Participation**<br>Concept: technologies<br>How do technologies enable or constrain participation?<br>Concept: audiences<br>How do different contexts and purposes impact the participation of individuals and cultural groups?<br>Concept: institutions<br>How is participation in institutional practices influenced by social, political and economic factors? | **Identity**<br>Concept: technologies<br>How do media artists experiment with technological practices?<br>Concept: representations<br>How do media artists portray people, places, events, ideas and emotions?<br>Concept: languages<br>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):<br>Case study investigation | 15% | Summative internal assessment 3 (IA3):<br>Stylistic project | 35% |
| Summative internal assessment 2 (IA2):<br>Multi-platform project | 25% | | |
| Summative external assessment (EA): 25%<br>• Examination — extended response | | | |

## General senior subject

General

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

**Assessment**

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

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

**Summative assessments**

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>Performance | 20% | Summative internal assessment 3 (IA3):<br>Integrated project | 35% |
| Summative internal assessment 2 (IA2):<br>Composition | 20% | | |
| Summative external assessment (EA): 25%<br>• Examination | | | |

Music Extension (Performance) 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. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

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

**Pathways**

**Structure**

| Unit 3 | Unit 4 |
|---|---|
| **Explore**<br>Key idea 1: Initiate best practice<br>Key idea 2: Consolidate best practice | **Emerge**<br>Key idea 3: Independent best practice |

**Assessment**

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

**Summative assessments**

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

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):<br>Investigation — inquiry phase 1</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):<br>Project — inquiry phase 3</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):<br>Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%<br>• Examination</td></tr>
</table>

# MEDIA ARTS IN PRACTICE

Applied senior subject

Applied

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.

**Objectives**

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

- identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media arts
- organise and apply media art-making processes, concepts and ideas
- analyse problems within media arts contexts
- use language conventions and features to communicate ideas and information about media arts, according to context and purpose
- plan and modify media artworks using media art-making processes to achieve purposes
- create media arts communications that convey meaning to audiences
- evaluate media art-making processes and media artwork concepts and ideas.

## Structure

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

| Core | Electives |
|---|---|
| • Media technologies<br>• Media communications<br>• Media in society | • Audio<br>• Curating<br>• Graphic design<br>• Interactive media<br>• Moving images<br>• 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:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal<br>  • non-presentation: 8 A4 pages max (or equivalent)<br>  • presentation: 3–6 minutes<br>• product: variable conditions. | • variable conditions | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal<br>  • non-presentation: 10 A4 pages max (or equivalent)<br>  • presentation: 4–7 minutes. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal<br>  • non-presentation: 10 A4 pages max (or equivalent)<br>  • presentation: 4–7 minutes. |

# MUSIC IN PRACTICE

**Applied senior subject**

Applied

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, critical listening, music management and music promotions.

**Objectives**

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

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others' music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.

## Structure

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

| Core | Electives | |
|---|---|---|
| • Music principles<br>• Music practices | • Community music<br>• Contemporary music<br>• Live production and performance<br>• Music for film, TV and video games<br>• Music in advertising | • The music industry<br>• Music technology and production<br>• Performance craft<br>• Practical music skills<br>• Songwriting<br>• 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:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal<br>  ○ non-presentation: 8 A4 pages max (or equivalent)<br>  ○ presentation: 3–6 minutes<br>• performance: variable conditions<br>• product: variable conditions. | • music performance: minimum of two minutes total performance time<br>• production performance: variable conditions | • manipulating existing sounds: minimum of two minutes<br>• arranging and creating: minimum of 32 bars or 60 seconds | • Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal<br>  ○ non-presentation: 10 A4 pages max (or equivalent)<br>  ○ presentation: 4–7 minutes. | • Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal<br>  ○ non-presentation: 10 A4 pages max (or equivalent)<br>  ○ presentation: 4–7 minutes. |

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about 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 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 |
|---|---|
| • Visual mediums, technologies, techniques<br>• Visual literacies and contexts<br>• Artwork realisation | • 2D<br>• 3D<br>• Digital and 4D<br>• Design<br>• 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 idenified 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:<br>a product component: variable conditions<br>at least one different component from the following<br>written: 500–900 words<br>spoken: 2½–3½ minutes<br>multimodal<br>non-presentation: 8 A4 pages max (or equivalent)<br>presentation: 3–6 minutes. | variable conditions | Presented in one of the following modes:<br>written: 600–1000 words<br>spoken: 3–4 minutes<br>multimodal<br>non-presentation: 10 A4 pages max (or equivalent)<br>presentation: 4–7 minutes. | Presented in one of the following modes:<br>written: 600–1000 words<br>spoken: 3–4 minutes<br>multimodal<br>non-presentation: 10 A4 pages max (or equivalent)<br>presentation: 4–7 minutes. |

## CPC10111 CERTIFICATE I IN CONSTRUCTION

**Offered through partnership with Bluedog Training as the Registered Training Organisation**

**Aim**

This qualification has been designed as an introduction into the construction industry, its culture, occupations, job roles and workplace expectations. The qualification is well suited to VET in Schools programs and learners with no previous undertakings with the construction industry. The target group for this course will be school students interested in entering the construction industry. There are no minimum entry requirements for the Certificate I in Construction.

**Areas of Study**

To achieve this qualification, the student is required to successfully complete eleven (11) units of competency; comprising of eight (8) core units and three (3) elective units:

CPCCCM1012A Work effectively and sustainably in the construction industry
CPCCCM1013A Plan and organise work
CPCCCM104A Conduct workplace communication
CPCCCM2001A Read and interpret plans and specifications
CPCCCM2005B Use construction tolls and equipment Core
CPCCOHS1001A Work safely in the construction industry
CPCCOHS2001 Apply OHS requirements, policies and procedures in the construction industry
CPCCVE1011A Undertake a basic construction project Core
CPCCCM1011A Undertake Basic estimation and costing Elective
CPCCCM1015A Carry out measurements and calculations Elective
CPCCCM2004A Handle construction materials Elective

**Special Subject Advice**

This subject is open to all students; however it is recommended that students have completed some study in Junior Industrial Technology (Manufacturing). Due to the high risk environment while completing construction projects, class sizes will be restricted. Students who enrol in this subject must be willing to:
Provide steel capped safety boots that meet AS2210 (Australian Standards)
Wear long hair tied up/back
Wear high visibility work shirt provided
Wear safety glasses provided

**Assessment/Workload**

Each semester will contain the following assessment items:

- Safety requirements
- Practical project work
- Group project work
- Communication skills
- Employment seeking

**Associated Subject Costs**

This certificate is a VETiS funded course and as such does not incur associated subject costs.

*PLEAE NOTE: Students who choose both Certificate I in Construction and Certificate II Engineering Pathways, a subject fee of $150 per year is payable in order to pay for materials.*

**Certificates Possible**

Students who successfully complete the Certificate I in Construction gain a nationally recognised qualification as well as 3 points towards the QCE (Queensland Certificate of Education).

**Should students choose Cert I in Construction, they would be automatically choosing Cert I in IDMT as well.** The course includes the following units:

- ICTICT101 Operate a personal computer
- ICTICT102 Operate a word-processing application
- ICTICT103 Use, communicate and search securely on the internet
- ICTICT104 Use digital devices
- ICTICT105 Operate spreadsheet applications
- ICTICT106 Operate presentation packages

## BSB20120 CERTIFICATE II IN WORKPLACE SKILLS

Registered Training Organisation Binnacle Training (RTO Code: 31319)

**DELIVERY OVERVIEW**

BSB20120 Certificate II in Workplace Skills is delivered as a senior subject by qualified school staff via a third party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

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

**ENTRY REQUIREMENTS**

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

**LANGUAGE, ITERACY, NUMERACY SKILLS**

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

**AREAS OF STUDY**

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

**COURSE SCHEDULE: SEMESTER 1**

- Introduction to the Business Services and Travel/Tourism Industries
- Time Management
- Self-Awareness
- Workplace Health and Safety
- Sustainable Work Practices
- Workplace Communication

**COURSE SCHEDULE: SEMESTER 2**

- Software Applications
- Using Digital Technologies
- Working Effectively with Others
- Critical Thinking and Problem Solving
- *Finalisation of qualification: BSB20120 Certificate II in Workplace Skills*

**PATHWAYS**

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

Students may also choose to continue their study by completing the Certificate III, IV or Diploma (e.g. Business or Tourism) at another RTO.

**COST**

$180.00 = Binnacle Training Fee

**PROGRAM DISCLOSURE STATEMENT**

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).

To access Binnacle's PDS, visit: www.binnacletraining.com.au/rto and select 'RTO Files'.

## CUA20215 CERTIFICATE II CREATIVE INDUSTRIES (TECHNICAL THEATRE)

Offered through partnership with the Australian Institute of Education and Training (AIET).

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:
BSBWOR203 Work effectively with others
CUAIND201 Develop and apply creative arts industry knowledge
CUAWHS302 Apply work health and safety practices
CUAFOH201 Undertake routine front of house duties
CUALGT201 Develop basic lighting skills and knowledge
CUASET201 Develop basic skills in set construction
CUASTA201 Develop basic staging skills
CUASTA202 Assist with bump in and bump out of shows
CUASOU201 Develop basic audio skills and knowledge
ICTICT203 Operate application software packages

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 AIET 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).

Offered through partnership with Bluedog Training as the Registered Training Organisation

**AIM**

This qualification has been designed to deliver broad-based underpinning skills and knowledge using a range of engineering and manufacturing tasks to enhance entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.
The qualification is well suited to VET in Schools (VETiS) programs and learners with no previous undertakings with the engineering industry. The target group for this course will be school students interested in entering the engineering sector. There are no minimum entry requirements for the Certificate II in Engineering Pathways

**AREAS OF STUDY**

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

| | |
|---|---|
| MEM13014A | Apply principles of occupational health and safety in the work environment |
| MEMPE005A | Develop a career plan for the engineering and manufacturing industry |
| MEMPE006A | Undertake a basic engineering project |
| MSAENV272B | Participate in environmentally sustainable work practices |
| MEM16006A | Organise and communicate information |
| MEM16008A | Interact with computing technology |
| MEM18001C | Use hand tools |
| MEM18002B | Use power tools/hand held operations |
| MEMPE001A | Use engineering workshop machines |
| MEMPE002A | Use electric welding machines |
| MEMPE003A | Use oxy-acetylene and soldering equipment |
| MSAPMSUP106A | Work in a Team |

**SPECIAL SUBJECT ADVICE**

This subject is open to all students; however it is recommended that students have completed some study in Junior Industrial Technology (Manufacturing). Due to the high risk environment within the workshop, class sizes will be restricted.

Students who enrol in this subject must be willing to:

- Provide steel capped safety boots that meet AS2210 (Australian Standard boots suitable for welding)
- Wear long hair tied up/back
- Wear overalls provided
- Wear safety glasses provided

**ASSESSMENT/WORKLOAD**

Students will be required to complete a range of theoretical competencies through Bluedog's online learning as well as their associated practical coursework. Certificate II in Engineering Pathways is a two year course, in which all competencies listed above must be completed in order to achieve the qualification.

**ASSOCIATED SUBJECT COSTS**

This certificate is a VETiS funded course and as such does not incur associated subject costs.
*PLEAE NOTE: Students who choose both Certificate I in Construction and Certificate II Engineering Pathways, a subject fee of $150 per year is payable in order to pay for materials.*

**CERTIFICATES POSSIBLE**

Students who successfully complete the Certificate II in Engineering Pathways gain a nationally recognise qualification as well as 4 points towards the QCE (Queensland Certificate of Education).

## SIT20416 CERTIFICATE II IN KITCHEN OPERATIONS

**Aim**

Certificate II in Kitchen Operations is a course designed to provide students with basic practical cookery skills in the hospitality Industry (kitchens). Students will gain skills and knowledge in working in small kitchens or support chefs in larger kitchens in the preparation of food products.

After achieving this qualification, students could progress to a wide range of other qualifications in the Hospitality Industry Students would need to commit to a two year course of study in the outline described below.
This course will be conducted by an External Registered Training Organisation (RTO). There will be an external Trainer 1 – 2 lessons a week and then a school teacher to use 1 lesson to monitor the completion of theoretical assessments.

**Course Overview**

To achieve this qualification you must complete 13 units of competency, consisting of 8 core units and 5 elective units. The elective units listed are possible competencies based on the External RTO and Trainer.

| Core Units: | Elective Units: |
|---|---|
| BSBWOR203 Work effectively with others<br>SITHCCC001 Use food preparation equipment*<br>SITHCCC005 Produce dishes using basic methods of cookery*<br>SITHCCC011 Use cookery skills effectively*<br>SITHKOP001 Clean kitchen premises and equipment*<br>SITXFSA001 Use hygienic practices for food safety<br>SITXINV002 Maintain the quality of perishable items*<br>SITXWHS001 Participate in safe work practices | SITHCCC002 Prepare and present simple dishes*<br>SITHCCC003 Prepare and present sandwiches*<br>SITHCCC006 Produce appetisers and salads*<br>SITXFSA002 Participate in safe food handling practices<br>HLTAID003 Provide First Aid<br><br>* SITXFSA001 Use hygienic practices for food safety is a pre-requisite unit |

**Assessment/Workload**

Assessment will cover a broad range of instruments including:

- Knowledge tests
- Practical activities
- Oral presentations

**Pathways into the qualification**

You may enter SIT20416 Certificate II in Kitchen Operations with limited or no vocational experience and without a lower level qualification. However, it is recommended that you gain industry experience prior to entering the qualification.
Pathways from the qualification
After achieving SIT20416 Certificate II in Kitchen Operations, you could progress to the SIT30816 Certificate III in Commercial Cookery.

**Associated Subject Costs**

The course is VETis funded, so students may not incur a fee if not used this funding

**Certificates**

The nationally accredited Certificate II in Kitchen Operations Qualification will be issued at completion of competencies. Students will have their results recorded on the Senior Statement at the end of Year 12.

SIS20115 CERTIFICATE II IN SPORT AND RECREATION
SIS30315 CERTIFICATE III IN FITNESS

**Duration of course:** This is a combined course of 2 complete qualifications, this course delivery will be over 2 years, for Year 11 and 12.

**Entry requirements:** There are no entry requirements for this course.

**Funding and Fees:** Certificate II in Sport and Recreation is fully funded under VETiS for eligible students, including First Aid. The remaining Certificate III in Fitness units will be charged at the reduce course cost of $350, paid upon Enrolment in the course. An additional $100 excursion cost for travel to the following locations during the course: Red Arrow, Tobruk Pool, PCYC x 2, Fit 360 and the Fish Tank.

Students will have FREE access to Think Fitness on Sheridan Street as part of our CQU relationship agreement.

Students will receive 4 QCE Points at the completion of Certificate II Sport and Recreation and an additional 4 QCE points at the completion of Certificate III Fitness.

**Qualification Descriptions**
This qualification allows individuals to develop basic functional knowledge and skills for work in customer contact positions in the sport or community recreation industry. These individuals are competent in a range of administrative activities and functions within a team and under supervision. They are involved in mainly routine and repetitive tasks using practical skills and basic sport and recreation industry knowledge.

Additionally, the extra higher-level qualification reflects the role of instructors who perform a range of activities and functions within the fitness industry. Depending on the specialisation chosen, this qualification provides a pathway to work as an instructor providing exercise instruction for group, aqua or gym programs.

**Certificate II Sport and Recreation**
Core Units
BSBWOR202 Organise and complete daily work activities
HLTAID003 Provide first aid
HLTWHS001 Participate in workplace health and safety
SISXCAI002 Assist with activity sessions
SISXCCS001 Provide quality service
SISXEMR001 Respond to emergency situations
SISXIND001 Work effectively in sport, fitness and recreation environments
SISXIND002 Maintain sport, fitness and recreation industry knowledge
SISXCAI006 Facilitate Groups
Elective Units
BSBSUS201 Participate in environmentally sustainable work practices
SISXCAI001 Provide equipment for activities
SISXFAC001 Maintain equipment for activities
SISXFAC002 Maintain sport, fitness and recreation facilities

**Certificate III in Fitness**
Core Units
SISFFIT001 Provide health screening and fitness orientation
SISFFIT002 Recognise and apply exercise considerations for specific populations
SISFFIT003 Instruct fitness programs
SISFFIT004 Incorporate anatomy and physiology principles into fitness programming
SISFFIT005 Provide healthy eating information
SISFFIT014 Instruct exercise to older adults
Elective Units
BSBRSK401 Identify risk and apply risk management processes
SISFFIT006 Conduct fitness appraisals
SISFFIT007 Instruct group exercise sessions
SISFFIT011 Instruct approved community fitness programs

**Delivery mode** Face to face delivery and online, with all learning resources and assessment provided via Moodle, CQ University online teaching platform. A CQU lecturer will attend Cairns High 1 time per week, with 2 other lessons to be supervised and facilitated by the HPE teacher to assist students to complete self-directed work, assessment and practical components.

**Assessment** All Assessment is continuing, and competency based.

**Industry visits and Practical Assessments** Class groups will need to attend off-site industry locations for practical assessments. There will be 10-15 off-site activities throughout the duration of the course. CQ University will incur the cost of the industry activities in sport, recreation and fitness settings and local centres.

**Transport –** this will occur as part of the above mentioned excursions that will take place throughout the two year course.

## FSK20113 CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS

Registered Training Organisation: Cairns State High School 30248

NATIONALLY RECOGNISED TRAINING

**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:**

FSKLRG011 Use routine strategies for work-related learning

FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work

FSKNUM015 Estimate, measure and calculate with routine metric measurements for work

FSKNUM016 Interpret, draw and construct routine 2D and 3D shapes for work

FSKNUM017 Use familiar and routine maps and plans for work

FSKNUM018 Collect data and construct routine tables and graphs for work

FSKDIG003 Use digital technology for non-routine workplace tasks

FSKLRG009 Use strategies to respond to routine workplace problems

FSKLRG010 Use routine strategies for career planning

FSKLRG018 Develop a plan to organise routine workplace tasks

FSKOCM005 Use oral communication skills for effective workplace presentations

FSKOCM006 Use oral communication skills to participate in workplace teams

FSKOCM007 Interact effectively with others at work

FSKRDG010 Read and respond to routine workplace information

FSKWTG009 Write routine workplace texts

**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 double Certificate course (Business & Work Skills) opens up a broad range of options for students to continue studies.

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.

## CUV20111 CERTIFICATE II IN VISUAL ARTS

Registered Training Organisation: Cairns State High School 30248

NATIONALLY RECOGNISED TRAINING

**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.

**UNITS**

| | |
|---|---|
| BSBWHS201 | Contribute to health and safety of self and others |
| CUAACD101 | Use basic drawing techniques |
| CUAPPR201 | Make simple creative work |
| CUARES202 | Source and use information relevant to own arts practice |
| BSBCRT101 | Apply critical thinking techniques |
| BSBDES201 | Follow a design process |
| CUADRA201 | Develop drawing skills |
| CUAPAI201 | Develop painting skills |
| CUAPRI201 | Develop printmaking skills |

**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**

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 an external Registered Training Organisation: **Victorian School of Languages**

**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:

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).

## CHC30121 CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

## COURSE DETAILS

****Pending Training Package Endorsement & being added to CTA's Scope of Registration****

**Aim**

A two year course which allows students to gain the minimum qualification required for an employee in the child care industry. Students will learn how to facilitate children's learning through leisure and play. Students must work in a childcare centre and gain practical experience in the industry and be deemed as working to industry standard, as an 'assistant' before a final decision on competency can be made.

All persons (Employees and Volunteers) will require a Blue Card https://www.bluecard.qld.gov.au/

All who consider studying the Certificate III in Early Childhood Education and Care will need to demonstrate language and literacy skills to enable them to successfully complete their course and be an active childcare educator.

**160 hours of work place at local child care centres to verify their practical skills.**

**These hours will be completed on a Wednesdays AND some days during school holidays. (i.e. 110 hours in year 11 and 60 hours in yr 12)**

## JOB ROLES

Early Childhood Educator

## COURSE PATHWAYS

CHC30121 is a prerequisite for Diploma of Early Childhood Education and Care.

**Offered through partnership with Cairns Training Academy as the Registered Training Organisation.**

## FEES

**ASSOCIATED SUBJECT COSTS**

A fee will be associated with the subject which covers the enrolment and cost of units paid to the school's Registered Training Organisation (RTO), Cairns Training Academy. This fee includes payment for a First Aid Certificate. As part of enrolment at Cairns State High School, the cost of the course is heavily subsidised at less than a third of the price if studied outside of school.

Refund Policy - CTA strives at all times to be fair and equitable to students. Our policy does not provide for refunds once a school notifies CTA of your enrolment intentions. This is due to the course already being heavily discounted through the partnership arrangement with your school. However, you can cancel your enrolment at any time however your term fees that have already been paid will not be refunded. Be assured though you do not have to pay any further fees to CTA upon CTA being in receipt of your student cancellation form.

Circumstances where a refund is automatic.

- CTA enrols students and accepts their fees, then cancels the course.

Additional Fee Charges:

- School students who are still enrolled after graduating from school will revert to normal course fee status.
- Reissuing of results and qualifications will incur a $55.00 fee.

## RESOURCES

Online delivery - Learning and assessment resources are available online 24/7.

## OUTCOME

On successful completion of all units within this qualification, participants:

- May receive a Certificate III in Early Childhood Education and Care (dependent on the success of completion)
- May be awarded up to 8 QCE points.
- Can seek employment as a qualified Educator.
- Could benefit from enhanced tertiary options as the CHC30121 Certificate lll may contribute to your ATAR
- Diploma eligible as CHC30121 is a pre-requisite for CHC50121 Diploma of early childhood education and care

## INDUSTRY PLACEMENT

Students enrolling in this program will be required to demonstrate their skills during a minimum, mandatory **160** hours of placement in a regulated early childhood education and care service in Australia.

**These hours will be completed on a Wednesdays AND some days during school holidays. (i.e. 110 hours in year 11 and 60 hours in yr 12)**

## HOW IS THE COURSE DELIVERED & ASSESSED?

Teachers (School-based trainer/assessors) will deliver the training and assess competence following the RTO (Cairns Training Academy) procedures. Students will access learning resources and assessments on-line to gain the underpinning knowledge in addition to learning and demonstrating the practical skills in a regulated Early Childhood setting during 160 hours of mandatory placement. Teachers (School-based trainer/assessors) will determine competence against each unit by following CTA guidelines which includes through gathering evidence from the workplace supervisor that demonstrates the student is competent in both the underpinning knowledge and the practical skills.

## CREDIT TRANSFER (CT)

If you have completed past studies in areas related to the qualification you plan to enrol in you may be eligible for credit transfer. You will need to provide a Statement of Attainment matching the unit(s) of competency you are seeking credit for.

## UNITS (15 CORE UNITS PLUS 2 ELECTIVE UNITS)

| Unit Code | Unit Title | |
|---|---|---|
| CHCECE030 | Support inclusion and diversity | Core |
| CHCECE031 | Support Children's health, safety and well being | Core |
| CHCECE032 | Nurture babies and toddlers | Core |
| CHCECE033 | Develop positive and respectful relationships with children | Core |
| CHCECE034 | Use an approved learning framework to guide practice | Core |
| CHCECE035 | Support the holistic learning and development of children | Core |
| CHCECE036 | Provide experiences to support children's play and learning | Core |
| CHCECE037 | Support children to connect with the natural environment | Core |
| CHCECE038 | Observe children to inform practice | Core |
| CHCECE054 | Encourage understanding of Aboriginal and/or Torres Strait Islander people culture | Core |
| CHCECE055 | Meet legal and ethical obligations in children's education and Care | Core |
| CHCECE056 | Work effectively in children's education and care | Core |

| | | |
|---|---|---|
| CHCPRT001 | Identify and respond to children and young people at risk | Core |
| HLTAID004 | Provide an emergency first aid response in an education and care setting | Core |
| HLTWHS001 | Participate in work health and safety | Core |
| HLTFSE001 | Follow basic food safety practices | Elective |
| CHCPRP003 | Reflect on and improve own professional practice | Elective |

## CERTIFICATES

Students who successfully complete the Certificate III in Early Childhood Education and Care gain a nationally recognised qualification as well as 8 credit points towards a Queensland Certificate of Education (QCE).

MiHaven TRAINING
RTO no. 40928

Shaping the future

## CAIRNS SHS: SIT20316 CERTIFICATE II IN HOSPITALITY

**DURATION OF COURSE:** 1 academic year (Year 11 students)

**ENTRY REQUIREMENTS:** There are no entry requirements.

**FUNDING:** Fully funded by VETiS for eligible students

**QUALIFICATION DESCRIPTION:** This course gives students a good introduction and basic understanding of the hospitality industry. In year 12, students may elect to further their studies by undertaking an additional five units of competency to upgrade to the **Certificate III in Hospitality.**

**DELIVERY MODE:** Delivery will be face to face where a MiHaven Training trainer will come to the school each week for 2 sessions per week, with 1 session per week being staffed by the school where students will be supervised to complete self-directed work and practical components.

**ASSESSMENT:** Assessment is continuous, and competency based.

**FEES:** Payment of this course is made by accessing students VETiS funding for eligible students, or $750 per student Fee-for-Service for students who are not eligible for VETiS Funding. Payment for this course is made under a Fee-for-Service arrangement with individual students.

**ENROLMENT:** Students who enroll after the commencement of the course may not achieve the full qualification. In this case, students will receive a Statement of Attainment listing units that have been successfully completed.

**VOCATIONAL PLACEMENT:** Students are required to complete 12 service shifts in industry to achieve competency. MiHaven Training will assist with sourcing suitable placements, which may include but is not limited to, planned excursions, field trips, etc.

MiHaven TRAINING
RTO no. 40928

Shaping the future

## CAIRNS SHS: UPGRADE TO SIT30616 CERTIFICATE III IN HOSPITALITY

**DURATION OF COURSE:** 1 academic year (Year 12 students).

**ENTRY REQUIREMENTS:** Students must have completed the MiHaven Training Certificate II in Hospitality in the previous year.

**FUNDING:** 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 Certificate II in Hospitality will receive credits for 10 units of competency.

**DELIVERY MODE:** Delivery will be face to face where a MiHaven Training trainer will come to the school each week for 1 session per week, with 2 session per week being staffed by the school where students will be supervised to complete self-directed work and practical components.

**ASSESSMENT:** Assessment is continuous, and competency based.

**FEES:** Payment of this course is made by accessing User Choice funding for eligible students wishing to engage in a School-Based Traineeship, OR $750 per student. Payment for this course is made under a Fee-for-Service arrangement with individual students.

**ENROLMENT:** Students who enroll after the commencement of the course may not achieve the full qualification. In this case, students will receive a Statement of Attainment listing units that have been successfully completed.

**VOCATIONAL PLACEMENT:** Students are required to complete 36 service shifts in industry to achieve competency. MiHaven Training will assist with sourcing suitable placements, which may include but is not limited to, planned excursions, field trips, etc.

## AVI30419 CERTIFICATE III IN AVIATION (REMOTE PILOT)

Offered through partnership with Aviation Australia as the registered training organisation.
https://www.aviationaustralia.aero/remote-pilot-training/

**AIM**

Obtaining your Remote Pilots Licence (RePL) 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 togrow 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 RePL and kick-start your drone career.

The Certificate III in Aviation (Remote Pilot) provides you with important training to legally operatea 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. Beloware 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

**AREAS OF STUDY**

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

- AVIF0021 Manage human factors in remote pilot aircraft systems operationsAVIH0006 Navigate remote pilot aircraft systems
- AVIW0028 Operate and manage remote pilot aircraft systems
- AVIW0004 Perform operational inspections on remote operated systemsAVIY0052 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 operationsAVIZ0005 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

**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.

**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 revisionAll assessment is competency based

**Certificate Outcomes:**

- AVI30419 Certificate III in Aviation (Remote Pilot);
- CASA Remote Pilot Licence (RePL)*;
- 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 beissued 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 certificatewill 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).