



# Senior subject guide 2024

June 2023



# Contents

<b>Introduction</b> .....	<b>2</b>
<b>Senior Education Profile</b> .....	<b>3</b>
Senior Statement.....	3
Queensland Certificate of Education (QCE) .....	3
Queensland Certificate of Individual Achievement (QCIA) .....	3
<b>Senior subjects</b> .....	<b>4</b>
Underpinning factors .....	5
Vocational education and training (VET) .....	5
Australian Tertiary Admission Rank (ATAR) eligibility .....	6
<b>Applied and Applied (Essential) syllabuses</b> .....	<b>7</b>
Course structure .....	7
<b>General syllabuses</b> .....	<b>9</b>
Course overview.....	9
Assessment.....	9
<b>QCAA senior syllabuses</b> .....	<b>14</b>

# Introduction

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

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

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

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

# Senior Education Profile

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

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

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

## Senior Statement

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

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

## Queensland Certificate of Education (QCE)

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

## Queensland Certificate of Individual Achievement (QCIA)

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

# Senior subjects

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

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

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

## Applied and Applied (Essential) syllabuses

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

## General syllabuses

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

## General (Extension) syllabuses

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

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

## General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

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

## Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF see [www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework](http://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework).

## Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

## Applied and Applied (Essential) syllabuses

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

## General syllabuses and Short Course syllabuses

In addition to literacy and numeracy, General syllabuses and Short Course syllabuses are underpinned by:

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

## Vocational education and training (VET)

Students can access VET programs through the school if it:

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

# Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

## English requirement

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

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

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

# Applied and Applied (Essential) syllabuses

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

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

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

## Course structure

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

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

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

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

## Curriculum

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

Schools have autonomy to decide:

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

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



## Assessment

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

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

Schools have autonomy to decide:

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

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

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

## Essential English and Essential Mathematics — Common internal assessment

For the two Applied (Essential) syllabuses, students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

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

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

## Summative internal assessment — instrument-specific standards

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

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

# General syllabuses

## Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

### Units 1 and 2 assessments

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

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

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

### Units 3 and 4 assessments

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

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

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

### Instrument-specific marking guides

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

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

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

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

## External assessment

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

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

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

# General (Extension) syllabuses

## Course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4).

Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

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

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

## Assessment

### Units 3 and 4 assessments

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

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

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

# Policies and procedures of minimum prerequisite and reasonable academic performance.



## Background

Students, when choosing a course of study for the Senior Phase of schooling, are expected to make a wise and considered decision. The choices they make are informed by their past academic performance, personal interest, prerequisites and standards for senior subjects and the requirements for their intended future pathway.

Most students make appropriate choices according to these prerequisites and their ability, based on past academic performance, personal interest and intended pathway. Some students however, against all reasonable advice, information about past academic performance and required prerequisite subjects and standards, make inappropriate decisions. Some students also continue to remain in subjects when their academic performance is consistently below an acceptable standard and will not enable the student to successfully pursue any pathway or achieve a Queensland Certificate of Education (QCE).

## Purpose

The purpose of this policy and set of procedures is to ensure that students make appropriate decisions regarding a course of study in the Senior Phase of Learning. It is also to ensure students maintain a reasonable standard of academic performance throughout the Senior Phase of Learning, which will effectively contribute to the student being able to attain their chosen future pathway and Queensland Certificate of Education (QCE).

## Policy

Students wishing to enter senior subjects must complete the required prerequisite subjects and minimum standards for their chosen senior subjects. All students must also maintain a reasonable standard of academic performance throughout the Senior Phase of Learning, which will effectively contribute to the student being able to attain their chosen pathway.

## Procedure

- While in Year 10, all students will participate in a Subject Selection Program that will provide support for them to make an informed choice regarding their course of study in the Senior Phase of Learning.
- Required prerequisite subjects and standards will be indicated in the Senior Studies Subject Information Book and published in various forms throughout the year.
- Completion and attainment of the prerequisite subjects and standards will be checked at SET Plan interviews and students will be advised, if choices are inappropriate, that they should find an alternative subject to study. Where students do not accept this advice and make an inappropriate choice based on the information that is available, the advice will be recorded and signed by all parties (parent, student, teacher) and filed with the student's senior enrolment form.
- Where students insist that they be able to enter a subject even though they do not have the prerequisite subject and minimum standard, they are to be given Unit 1 to demonstrate they are capable of attaining a **reasonable academic performance**.
- Reasonable academic performance is defined as achieving a Sound (C) achievement or above.
- At the end of Unit 1, the Deputy Principal will review student achievement, and students will be asked to show cause why they should remain in a subject, when their academic performance is not of a reasonable standard.
- Where a student does not meet a reasonable academic performance, they will be supported by advice from the Guidance Officer as to which is an appropriate alternative subject and/or alternative future pathway.
- When the school is putting together the Timetable 'Subject' lines and decisions are being made to offer subjects, the school will take into consideration a student's previous academic performance if it is necessary to select from a list of students who are all wishing to enrol in the same course of study, and there are too many students for the number of classes on offer.

## LOCKYER DISTRICT STATE HIGH SCHOOL PREREQUISITES FOR SENIOR SUBJECTS

*Pre-requisites (General Subjects):*

SENIOR SUBJECT	PREREQUISITE / MINIMUM STANDARD
<b>Agricultural Science</b>	B in Science and C in Mathematics
<b>Ancient History</b>	B in English and B in History or Humanities Extension
<b>Biology</b>	B in Science and C in Mathematics
<b>Business</b>	B in English and C in Mathematics
<b>Chemistry</b>	B in Science, B in Mathematics or C in Mathematics Extension
<b>Dance</b>	C in English
<b>Drama</b>	C in English
<b>Economics</b>	B in English and B in History or Humanities Extension
<b>English</b>	B in English
<b>Geography</b>	B in English and B in History or Humanities Extension
<b>Legal Studies</b>	B in English
<b>Literature</b>	B in English
<b>General Mathematics</b>	C in Mathematics
<b>Mathematical Methods</b>	C+ in Mathematics Extension
<b>Specialist Mathematics</b> ( <i>must also study Mathematical Methods</i> )	C+ in Mathematics Extension. Must also be studying Mathematical Methods in Senior.
<b>Modern History</b>	B in English and B in History or Humanities Extension
<b>Music</b>	C in English and B in Music
<b>Music Extension</b> ( <i>Year 12 Only-Composition, Musicology or Performance</i> )	B in Music Unit 1 and 2 is essential, and endorsement from teacher
<b>Psychology</b>	B in Science and C in Mathematics
<b>Physical Education</b>	C in English
<b>Physics</b>	B in Science; B in Maths or C in Maths Extension
<b>Visual Art</b>	C in English

*Pre-requisites (Vocational Education and Training subjects):*

SENIOR SUBJECT	PREREQUISITE / MINIMUM STANDARD
<b>Certificate II in Automotive Vocational Prep</b>	C in Yr 10 Maths and English
<b>Certificate III in Business</b>	C in Yr 10 English
<b>Certificate II in Construction Pathways</b>	C in Maths and English
<b>Certificate II in Engineering Pathways</b>	C in Yr 10 Maths and English
<b>Certificate II in Hospitality</b> ( <i>Yr 12</i> ) <i>VETis funded</i>	C in Yr 10 Maths and English Mandatory Industry Placement (12 shifts) as part of course requirements.
<b>TAFE Offerings</b> <i>VETis funded</i>	Transport to Toowoomba or Bundamba
<b>Logistics program-</b> Cert II Logistics and 20 days structured work placement( <i>Yr 11/12</i> ) <i>VETis</i>	Transport to host employer and C in Yr 10/11 Maths and English
<b>Certificate III Sport and Recreation</b> Fee for service- Binnacle Training \$300	C in Yr 10 Maths and English

*Pre-requisites (Applied subjects):*

<b>SENIOR SUBJECT</b>	<b>PREREQUISITE / MINIMUM STANDARD</b>
<b>Agricultural Practices</b>	Nil
<b>Business Studies</b>	Nil
<b>Dance in Practice</b>	Nil- willingness to perform in front of others is essential
<b>Drama in Practice</b>	Nil- Willingness to perform
<b>Early Childhood Studies</b>	Nil
<b>Essential English</b>	Nil
<b>Hospitality Practices</b>	Nil
<b>Information &amp; Communication Technology</b>	Nil
<b>Industrial Graphics Skills</b>	Nil
<b>Media Arts in Practice</b>	Nil
<b>Music in Practice</b>	Nil- performing is a mandatory aspect of the course, proficiency on a musical instrument or vocals is highly desirable
<b>Essential Mathematics</b>	Nil
<b>Sport and Recreation</b>	Nil- physical activity is a mandatory aspect of this subject
<b>Social and Community Studies</b>	Nil
<b>Tourism</b>	Nil
<b>Visual Arts in Practice</b>	Nil

*Incompatible Subject Selections*

<b>SENIOR SUBJECT</b>	<b>INCOMPATIBLE SUBJECT/S</b>
<b>Cert II Hospitality (VETiS funded)</b>	<b>Hospitality Practices, TAFE courses, GenR8.</b>
<b>Cert II Rural Operations (VETiS funded)</b>	<b>Cert II Hospitality, TAFE courses or GenR8</b>
<b>Hospitality Practices</b>	<b>Cert II Hospitality</b>
<b>TAFE course (VETiS funded)</b>	<b>Cert II Hospitality, Rural Operations or GenR8</b>
<b>Logistics program (VETiS funded)</b>	<b>Cert II Hospitality or TAFE courses</b>

**VETiS (Vocational Education and Training in Schools)** funding is provided so that all students can access one VET qualification to a Cert II level free of charge. Students can only access VETiS funding for one qualification what at school.

# QCAA senior syllabuses

## English

### Applied

- Essential English

### General

- English
- Literature

## Health and Physical Education

### Applied

- Early Childhood Studies
- Sport & Recreation

### General

- Physical Education

## Humanities and Social Sciences

### Applied

- Business Studies
- Social & Community Studies
- Tourism

### General

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

## Mathematics

### Applied

- Essential Mathematics

### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

## Sciences

### Applied

- Agricultural Practices
- Aquatic Practices
- Science in Practice

### General

- Agricultural Science
- Biology
- Chemistry
- Physics
- Psychology

## Technologies

## Applied

- Furnishing Skills
- Hospitality Practices
- Industrial Graphics Skills
- Information & Communication Technology

## The Arts

### Applied

- Dance in Practice
- Drama in Practice
- Media Arts in Practice
- Music in Practice
- Visual Arts in Practice

### General

- Dance
- Drama
- Music
- Visual Art

### General (Extension)

- Music Extension

## VET

- Cert III in Business
- Cert II in Automotive Vocational Preparation
- Cert II in Engineering Pathways
- Cert II in Hospitality
- Cert II Work Skills



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
<b>Language that works</b> <ul style="list-style-type: none"> <li>• Responding to a variety of texts used in and developed for a work context</li> <li>• Creating multimodal and written texts</li> </ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>• Responding to reflective and nonfiction texts that explore human experiences</li> <li>• Creating spoken and written texts</li> </ul>	<b>Language that influences</b> <ul style="list-style-type: none"> <li>• Creating and shaping perspectives on community, local and global issues in texts</li> <li>• Responding to texts that seek to influence audiences</li> </ul>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identities, places, events and concepts</li> </ul>

## Assessment

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

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

### Summative assessments

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

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
<b>Perspectives and texts</b> <ul style="list-style-type: none"> <li>Examining and creating perspectives in texts</li> <li>Responding to a variety of non-literary and literary texts</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts</li> <li>Responding to literary and non-literary texts, including a focus on Australian texts</li> <li>Creating imaginative and analytical texts</li> </ul>	<b>Textual connections</b> <ul style="list-style-type: none"> <li>Exploring connections between texts</li> <li>Examining different perspectives of the same issue in texts and shaping own perspectives</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>Engaging with literary texts from diverse times and places</li> <li>Responding to literary texts creatively and critically</li> <li>Creating imaginative and analytical texts</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Literature

## General senior subject

General

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
<b>Introduction to literary studies</b> <ul style="list-style-type: none"> <li>• Ways literary texts are received and responded to</li> <li>• How textual choices affect readers</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>• Ways literary texts connect with each other — genre, concepts and contexts</li> <li>• Ways literary texts connect with each other — style and structure</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Literature and identity</b> <ul style="list-style-type: none"> <li>• Relationship between language, culture and identity in literary texts</li> <li>• Power of language to represent ideas, events and people</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Independent explorations</b> <ul style="list-style-type: none"> <li>• Dynamic nature of literary interpretation</li> <li>• Close examination of style, structure and subject matter</li> <li>• Creating analytical and imaginative texts</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Early Childhood Studies

## Applied senior subject

Applied

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

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

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

Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities

responsive to the needs of children as well as exploring contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

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

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

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

rhythmic and expressive movement activities.

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

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

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

## Pathways

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

## Objectives

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

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



## Structure

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

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

## Assessment

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

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

# Physical Education

## General senior subject

General

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
<p><b>Motor learning, functional anatomy, biomechanics and physical activity</b></p> <ul style="list-style-type: none"> <li>• Motor learning integrated with a selected physical activity</li> <li>• Functional anatomy and biomechanics integrated with a selected physical activity</li> </ul>	<p><b>Sport psychology, equity and physical activity</b></p> <ul style="list-style-type: none"> <li>• Sport psychology integrated with a selected physical activity</li> <li>• Equity — barriers and enablers</li> </ul>	<p><b>Tactical awareness, ethics and integrity and physical activity</b></p> <ul style="list-style-type: none"> <li>• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</li> <li>• Ethics and integrity</li> </ul>	<p><b>Energy, fitness and training and physical activity</b></p> <ul style="list-style-type: none"> <li>• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity</li> </ul>

## Assessment

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

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

### Summative assessments

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

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

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

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

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

in the workplace to successfully participate in future employment.

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

## Pathways

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

## Objectives

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

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

## Structure

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

Unit option	Unit title
Unit option A	Working in administration
Unit option B	Working in finance
Unit option D	Working in marketing
Unit option E	Working in events

## Assessment

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

Technique	Description	Response requirements
Extended response	Students respond to stimulus related to a business scenario about the unit context.	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>
Project	Students develop a business solution for a scenario about the unit context.	<p><b>Action plan</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> <li>• Written: up to 600 words</li> </ul> <p><b>Evaluation</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> <li>• Written: up to 600 words</li> </ul>

# Social & Community Studies

## Applied senior subject

Applied

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

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

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

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

to establish positive relationships and networks, and to be active and informed citizens.

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	<p><b>Item of communication</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> <li>• Written: up to 800 words</li> </ul> <p><b>Evaluation</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>

# Tourism

## Applied senior subject

Applied

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

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

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

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

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

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

## Pathways

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

## Objectives

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

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



## Structure

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

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

## Assessment

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

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

# Ancient History

## General senior subject

General

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, 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 evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Investigating the ancient world</b></p> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Ancient societies — Slavery</li> <li>• Ancient societies — Art and architecture</li> <li>• Ancient societies — Weapons and warfare</li> <li>• Ancient societies — Technology and engineering</li> <li>• Ancient societies — The family</li> <li>• Ancient societies — Beliefs, rituals and funerary practices</li> </ul>	<p><b>Personalities in their time</b></p> <ul style="list-style-type: none"> <li>• Hatshepsut</li> <li>• Akhenaten</li> <li>• Xerxes</li> <li>• Perikles</li> <li>• Alexander the Great</li> <li>• Hannibal Barca</li> <li>• Cleopatra</li> <li>• Agrippina the Younger</li> <li>• Nero</li> <li>• Boudica</li> <li>• Cao Cao</li> <li>• Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub)</li> <li>• Richard the Lionheart</li> <li>• Alternative choice of personality</li> </ul>	<p><b>Reconstructing the ancient world</b></p> <ul style="list-style-type: none"> <li>• Thebes — East and West, 18th Dynasty Egypt</li> <li>• The Bronze Age Aegean</li> <li>• Assyria from Tiglath Pileser III to the fall of the Empire</li> <li>• Fifth Century Athens (BCE)</li> <li>• Philip II and Alexander III of Macedon</li> <li>• Early Imperial Rome</li> <li>• Pompeii and Herculaneum</li> <li>• Later Han Dynasty and the Three Kingdoms</li> <li>• The 'Fall' of the Western Roman Empire</li> <li>• The Medieval Crusades</li> </ul>	<p><b>People, power and authority</b></p> <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> <li>• Ancient Egypt — New Kingdom Imperialism</li> <li>• Ancient Greece — the Persian Wars</li> <li>• Ancient Greece — the Peloponnesian War</li> <li>• Ancient Rome — the Punic Wars</li> <li>• Ancient Rome — Civil War and the breakdown of the Republic</li> </ul> <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> <li>• Thutmose III</li> <li>• Rameses II</li> <li>• Themistokles</li> <li>• Alkibiades</li> <li>• Scipio Africanus</li> <li>• Caesar</li> <li>• Augustus</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Investigation — independent source investigation	25%	Summative external assessment (EA): • 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
<b>Business creation</b> <ul style="list-style-type: none"> <li>• Fundamentals of business</li> <li>• Creation of business ideas</li> </ul>	<b>Business growth</b> <ul style="list-style-type: none"> <li>• Establishment of a business</li> <li>• Entering markets</li> </ul>	<b>Business diversification</b> <ul style="list-style-type: none"> <li>• Competitive markets</li> <li>• Strategic development</li> </ul>	<b>Business evolution</b> <ul style="list-style-type: none"> <li>• Repositioning a business</li> <li>• Transformation of a business</li> </ul>

## Assessment

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

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

### Summative assessments

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

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

## Pathways

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

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

## Objectives

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

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Markets and models</b> <ul style="list-style-type: none"> <li>• The basic economic problem</li> <li>• Economic flows</li> <li>• Market forces</li> </ul>	<b>Modified markets</b> <ul style="list-style-type: none"> <li>• Markets and efficiency</li> <li>• Case options of market measures and strategies</li> </ul>	<b>International economics</b> <ul style="list-style-type: none"> <li>• The global economy</li> <li>• International economic issues</li> </ul>	<b>Contemporary macroeconomics</b> <ul style="list-style-type: none"> <li>• Macroeconomic objectives and theory</li> <li>• Economic management</li> </ul>

## Assessment

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

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

### Summative assessments

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

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — data report	25%
Summative internal assessment 2 (IA2): • Investigation — field report	25%	Summative external assessment (EA): • 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
<b>Beyond reasonable doubt</b> <ul style="list-style-type: none"> <li>• Legal foundations</li> <li>• Criminal investigation process</li> <li>• Criminal trial process</li> <li>• Punishment and sentencing</li> </ul>	<b>Balance of probabilities</b> <ul style="list-style-type: none"> <li>• Civil law foundations</li> <li>• Contractual obligations</li> <li>• Negligence and the duty of care</li> </ul>	<b>Law, governance and change</b> <ul style="list-style-type: none"> <li>• Governance in Australia</li> <li>• Law reform within a dynamic society</li> </ul>	<b>Human rights in legal contexts</b> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• The effectiveness of international law</li> <li>• Human rights in Australian contexts</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Modern History

## General senior subject

General

Modern History 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, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the modern world</b> <ul style="list-style-type: none"><li>• Australian Frontier Wars, 1788–1930s</li><li>• Age of Enlightenment, 1750s–1789</li><li>• Industrial Revolution, 1760s–1890s</li><li>• American Revolution, 1763–1783</li><li>• French Revolution, 1789–1799</li></ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"><li>• Australian Indigenous rights movement since 1967</li><li>• Independence movement in India, 1857–1947</li><li>• Workers' movement since the 1860s</li><li>• Women's movement since 1893</li><li>• May Fourth Movement in China, 1919</li></ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"><li>• Australia, 1914–1949</li><li>• England, 1756–1837</li><li>• France, 1799–1815</li><li>• New Zealand, 1841–1934</li><li>• Germany, 1914–1945</li><li>• United States of America, 1917–1945</li><li>• Soviet Union, 1920s–1945</li><li>• Japan, 1931–1967</li><li>• China, 1931–1976</li></ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"><li>• Australian engagement with Asia since 1945</li><li>• Search for collective peace and security since 1815</li><li>• Trade and commerce between nations since 1833</li><li>• Mass migrations since 1848</li><li>• Information Age since 1936</li></ul>

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• Age of Imperialism, 1848–1914</li> <li>• Meiji Restoration, 1868–1912</li> </ul>	<ul style="list-style-type: none"> <li>• Independence movement in Algeria, 1945–1962</li> </ul>	<ul style="list-style-type: none"> <li>• Indonesia, 1942–1975</li> <li>• India, 1947–1974</li> <li>• Israel, 1948–1993</li> </ul>	<ul style="list-style-type: none"> <li>• Genocides and ethnic cleansings since the 1930s</li> <li>• Nuclear Age since 1945</li> <li>• Cold War, 1945–1991</li> </ul>
<ul style="list-style-type: none"> <li>• Boxer Rebellion, 1900–1901</li> <li>• Russian Revolution, 1905–1920s</li> <li>• Xinhai Revolution, 1911–1912</li> <li>• Iranian Revolution, 1977–1979</li> <li>• Arab Spring since 2010</li> <li>• Alternative topic for Unit 1</li> </ul>	<ul style="list-style-type: none"> <li>• Independence movement in Vietnam, 1945–1975</li> <li>• Anti-apartheid movement in South Africa, 1948–1991</li> <li>• African-American civil rights movement, 1954–1968</li> <li>• Environmental movement since the 1960s</li> <li>• LGBTIQ civil rights movement since 1969</li> <li>• Pro-democracy movement in Myanmar (Burma) since 1988</li> <li>• Alternative topic for Unit 2</li> </ul>	<ul style="list-style-type: none"> <li>• South Korea, 1948–1972</li> </ul>	<ul style="list-style-type: none"> <li>• Struggle for peace in the Middle East since 1948</li> <li>• Cultural globalisation since 1956</li> <li>• Space exploration since 1957</li> <li>• Rights and recognition of First Peoples since 1982</li> <li>• Terrorism, anti-terrorism and counter-terrorism since 1984</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Essential Mathematics

## Applied senior subject

Applied

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

## Assessment

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

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

### Summative assessments

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

# General Mathematics

## General senior subject

General

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

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

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

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

## Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

## Objectives

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

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



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Money, measurement and relations</b> <ul style="list-style-type: none"> <li>• Consumer arithmetic</li> <li>• Shape and measurement</li> <li>• Linear equations and their graphs</li> </ul>	<b>Applied trigonometry, algebra, matrices and univariate data</b> <ul style="list-style-type: none"> <li>• Applications of trigonometry</li> <li>• Algebra and matrices</li> <li>• Univariate data analysis</li> </ul>	<b>Bivariate data, sequences and change, and Earth geometry</b> <ul style="list-style-type: none"> <li>• Bivariate data analysis</li> <li>• Time series analysis</li> <li>• Growth and decay in sequences</li> <li>• Earth geometry and time zones</li> </ul>	<b>Investing and networking</b> <ul style="list-style-type: none"> <li>• Loans, investments and annuities</li> <li>• Graphs and networks</li> <li>• Networks and decision mathematics</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Mathematical Methods

## General senior subject

General

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
<b>Algebra, statistics and functions</b> <ul style="list-style-type: none"> <li>• Arithmetic and geometric sequences and series 1</li> <li>• Functions and graphs</li> <li>• Counting and probability</li> <li>• Exponential functions 1</li> <li>• Arithmetic and geometric sequences</li> </ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>• Exponential functions 2</li> <li>• The logarithmic function 1</li> <li>• Trigonometric functions 1</li> <li>• Introduction to differential calculus</li> <li>• Further differentiation and applications 1</li> <li>• Discrete random variables 1</li> </ul>	<b>Further calculus</b> <ul style="list-style-type: none"> <li>• The logarithmic function 2</li> <li>• Further differentiation and applications 2</li> <li>• Integrals</li> </ul>	<b>Further functions and statistics</b> <ul style="list-style-type: none"> <li>• Further differentiation and applications 3</li> <li>• Trigonometric functions 2</li> <li>• Discrete random variables 2</li> <li>• Continuous random variables and the normal distribution</li> <li>• Interval estimates for proportions</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Specialist Mathematics

## General senior subject

General

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 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
<b>Combinatorics, vectors and proof</b> <ul style="list-style-type: none"> <li>• Combinatorics</li> <li>• Vectors in the plane</li> <li>• Introduction to proof</li> </ul>	<b>Complex numbers, trigonometry, functions and matrices</b> <ul style="list-style-type: none"> <li>• Complex numbers 1</li> <li>• Trigonometry and functions</li> <li>• Matrices</li> </ul>	<b>Mathematical induction, and further vectors, matrices and complex numbers</b> <ul style="list-style-type: none"> <li>• Proof by mathematical induction</li> <li>• Vectors and matrices</li> <li>• Complex numbers 2</li> </ul>	<b>Further statistical and calculus inference</b> <ul style="list-style-type: none"> <li>• Integration and applications of integration</li> <li>• Rates of change and differential equations</li> <li>• Statistical inference</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Agricultural Practices

## Applied senior subject

Applied

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

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

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

# Agricultural Science

## General senior subject

General

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future.

Students examine the plant and animal science required to understand agricultural systems, their interactions and their components. They examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. Students investigate how agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be manipulated to ensure productivity and sustainability. They consider how environmental, social and financial factors can be used to evaluate production systems, and how research and innovation can be used and managed to improve food and fibre production.

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 Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology,

business, marketing, education and literacy, research and development.

## Objectives

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

- describe 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
<b>Agricultural systems</b> <ul style="list-style-type: none"> <li>• Agricultural enterprises A</li> <li>• Animal production A</li> <li>• Plant production A</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>• Management of renewable resources</li> <li>• Physical resource management</li> <li>• Agricultural management, research and innovation</li> </ul>	<b>Agricultural production</b> <ul style="list-style-type: none"> <li>• Animal production B</li> <li>• Plant production B</li> <li>• Agricultural enterprises B</li> </ul>	<b>Agricultural management</b> <ul style="list-style-type: none"> <li>• Enterprise management</li> <li>• Evaluation of an agricultural enterprise's sustainability</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Biology

## General senior subject

General

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
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>• Cells as the basis of life</li> <li>• Multicellular organisms</li> </ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>• Homeostasis</li> <li>• Infectious diseases</li> </ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>• Describing biodiversity</li> <li>• Ecosystem dynamics</li> </ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>• DNA, genes and the continuity of life</li> <li>• Continuity of life on Earth</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Chemistry

## General senior subject

General

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

## Assessment

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

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

### Summative assessments

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

# Physics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

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
<b>Individual development</b> <ul style="list-style-type: none"> <li>• Psychological science A</li> <li>• The role of the brain</li> <li>• Cognitive development</li> <li>• Human consciousness and sleep</li> </ul>	<b>Individual behaviour</b> <ul style="list-style-type: none"> <li>• Psychological science B</li> <li>• Intelligence</li> <li>• Diagnosis</li> <li>• Psychological disorders and treatments</li> <li>• Emotion and motivation</li> </ul>	<b>Individual thinking</b> <ul style="list-style-type: none"> <li>• Localisation of function in the brain</li> <li>• Visual perception</li> <li>• Memory</li> <li>• Learning</li> </ul>	<b>The influence of others</b> <ul style="list-style-type: none"> <li>• Social psychology</li> <li>• Interpersonal processes</li> <li>• Attitudes</li> <li>• Cross-cultural psychology</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Hospitality Practices

## Applied senior subject

Applied

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to

recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

## Objectives

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.

## Structure

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

Unit option	Unit title
Unit option A	Culinary trends
Unit option B	Bar and barista basics
Unit option C	In-house dining
Unit option D	Casual dining
Unit option E	Formal dining
Unit option F	Guest services

## Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	<p><b>Practical demonstration</b> Practical demonstration: menu item</p> <p><b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	<p><b>Practical demonstration</b> Practical demonstration: delivery of event</p> <p><b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>
Investigation	Students investigate and evaluate practices, skills and processes.	<p><b>Investigation and evaluation</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Written: up to 1000 words</li> </ul>

# Industrial Graphics Skills

## Applied senior subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills used by Australian manufacturing and construction industries to produce products. The manufacturing and construction industries transform raw materials into products required by society. This adds value for both enterprises and consumers. Australia has strong manufacturing and construction industries that continue to provide employment opportunities.

Industrial Graphics Skills includes the study of industry practices and drawing production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing skills and procedures required to produce industry-specific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and furnishing industrial sectors. Students learn

to interpret drawings and technical information, and select and demonstrate manual and computerised drawing skills and procedures. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures.	<p><b>Practical demonstration</b> Practical demonstration: the drawing skills and procedures used in 3–5 drawing production processes</p> <p><b>Documentation</b> Multimodal (at least two modes delivered at the same time): drawings on up to 3 A3 pages supported by written notes or spoken notes (up to 3 minutes), or equivalent digital media</p>
Project	Students draft in response to a provided client brief and technical information.	<p><b>Product</b> Product: the drawing skills and procedures used in 5–7 drawing production processes</p> <p><b>Drawing process</b> Multimodal (at least two modes delivered at the same time): drawings on up to 4 A3 pages supported by written notes or spoken notes (up to 5 minutes), or equivalent digital media</p>

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements. Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret

client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## Pathways

A course of study in Information & Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

# Dance in Practice

## Applied senior subject

Applied

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

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

Where possible, students interact with practising performers, choreographers and dance-related artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can collaborate to solve problems and complete project-based work in various contexts.

In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school and the community. Students also respond to their own and others' dance works by examining aesthetic codes and

symbol systems and using their senses as a means of understanding. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

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

## Pathways

A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

## Objectives

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

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



## Structure

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

Unit option	Unit title
Unit option A	Celebration
Unit option B	Industry
Unit option C	Health
Unit option D	Technology

## Assessment

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

Technique	Description	Response requirements
Choreography	Students choreograph a dance for an identified group by adapting the choreography from the performance project to be suitable for a new group.	<b>Choreography of dance</b> Choreography (live or recorded): up to 4 minutes
Choreographic project	Students plan, choreograph and evaluate a dance, dance work or dance video for a focus for the unit.	<b>Choreography of dance/dance work</b> Choreography (live or recorded): up to 4 minutes <b>Planning and evaluation of choreography</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Performance	Students perform a dance work/s or video to showcase skills connected to the choreographic project.	<b>Performance of dance, dance work/s</b> Performance (live or recorded): up to 4 minutes
Performance project	Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography.	<b>Performance of dance</b> Performance (live or recorded): up to 4 minutes <b>Planning of choreography and evaluation of performance</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>

# Drama in Practice

## Applied senior subject

Applied

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

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

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

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

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts. They identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience.

## Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

# Media Arts in Practice

## Applied senior subject

Applied

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

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

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

When responding, students use analytical processes to identify individual, community

or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

## Pathways

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:

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

## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that is the focus of the unit.	<p><b>Design product</b> Design product must represent:</p> <ul style="list-style-type: none"> <li>• Audio: up to 3 minutes</li> <li>• Moving image: up to 3 minutes</li> <li>• Still image: up to 4 media artwork/s</li> </ul> <p><b>Planning and evaluation of design product</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Media artwork	Students implement the design product from the project to make a media artwork that is the focus of the unit.	<p><b>Media artwork</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Audio: up to 3 minutes</li> <li>• Moving image: up to 3 minutes</li> <li>• Still image: up to 4 media artwork/s</li> </ul>

# Music in Practice

## Applied senior subject

Applied

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

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance. The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through

music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

## Pathways

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:

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

## Structure

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

Unit option	Unit title
Unit option A	Music of today
Unit option B	The cutting edge
Unit option C	Building your brand
Unit option D	'Live' on stage!

## Assessment

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

Technique	Description	Response requirements
Composition	Students use music technology and production techniques to make a composition relevant to the unit focus.	<b>Composition</b> Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	<b>Performance</b> Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	<b>Composition</b> Composition: up to 3 minutes, or equivalent section of a larger work OR <b>Performance</b> Performance (live or recorded): up to 4 minutes AND <b>Planning and evaluation of composition or performance</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>

# Visual Arts in Practice

## Applied senior subject

Applied

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

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

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with

and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

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

## 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:

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



## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Project	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	<p><b>Experimental folio</b> Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>OR</p> <p><b>Prototype artwork</b> One of the following:</p> <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static): up to 4 artwork/s</li> <li>• Time-based: up to 3 minutes</li> </ul> <p>OR</p> <p><b>Design proposal</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each)</p> <p>OR</p> <p><b>Folio of stylistic experiments</b> Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>AND</p> <p><b>Planning and evaluations</b> One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	<p><b>Resolved artwork</b> One of the following:</p> <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static): up to 4 artwork/s</li> <li>• Time-based: up to 3 minutes</li> </ul>

# Dance

## General senior subject

General

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

## Assessment

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

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

### Summative assessments

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

# Drama

## General senior subject

General

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
<p><b>Share</b></p> <p>How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> <li>• cultural inheritances of storytelling</li> <li>• oral history and emerging practices</li> <li>• a range of linear and non-linear forms</li> </ul>	<p><b>Reflect</b></p> <p>How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> <li>• Realism, including Magical Realism, Australian Gothic</li> <li>• associated conventions of styles and texts</li> </ul>	<p><b>Challenge</b></p> <p>How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> <li>• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre</li> <li>• associated conventions of styles and texts</li> </ul>	<p><b>Transform</b></p> <p>How can you transform dramatic practice?</p> <ul style="list-style-type: none"> <li>• Contemporary performance</li> <li>• associated conventions of styles and texts</li> <li>• inherited texts as stimulus</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — practice-led project	35%
Summative internal assessment 2 (IA2): • Project — dramatic concept	20%		
Summative external assessment (EA): 25% • Examination — extended response			

# Music

## 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 such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

### Objectives

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

- demonstrate technical skills
- explain the use of 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 ideas.

## Structure

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

## Assessment

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

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

### Summative assessments

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

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

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

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

## Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

## Objectives

### Common objectives

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

- apply literacy skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music.

### Specialist objectives

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

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

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

- analyse music
- investigate music
- synthesise information.

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

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



## Structure

Unit 3	Unit 4
<b>Explore</b> <ul style="list-style-type: none"> <li>• Key idea 1: Initiate best practice</li> <li>• Key idea 2: Consolidate best practice</li> </ul>	<b>Emerge</b> <ul style="list-style-type: none"> <li>• Key idea 3: Independent best practice</li> </ul>

## Assessment

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

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

### Summative assessments — Composition specialisation

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Composition 1	20%	Summative internal assessment 3 (IA3): • Composition project	35%
Summative internal assessment 2 (IA2): • Composition 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

### Summative assessments — Musicology specialisation

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

### Summative assessments — Performance specialisation

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

# Visual Art

## General senior subject

General

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
<p><b>Art as lens</b> Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: personal and contemporary</li> <li>• Focus: People, place, objects</li> <li>• Media: 2D, 3D, and time-based</li> </ul>	<p><b>Art as code</b> Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: art as a coded visual language</li> <li>• Contexts: formal and cultural</li> <li>• Focus: Codes, symbols, signs and art conventions</li> <li>• Media: 2D, 3D, and time-based</li> </ul>	<p><b>Art as knowledge</b> Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: constructing knowledge as artist and audience</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> <li>• Media: student-directed</li> </ul>	<p><b>Art as alternate</b> Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: evolving alternate representations and meaning</li> <li>• Contexts: contemporary and personal, cultural and/or formal</li> <li>• Focus: continued exploration of Unit 3 student-directed focus</li> <li>• Media: student-directed</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% • Examination			

# BSB30120 Certificate III in Business

VET

VET

This program will offer the students a holistic view in working in a business environment. Students will work in a simulated work environment, developing skills in communication, teamwork, problem-solving, planning and organising, self-management, learning and using technology. It helps to develop awareness of occupational health and safety issues in a business environment.

Students need to have a good work ethic. To be deemed competent students must actively participate in the program and complete all tasks to a competent standard. A Certificate III in Business will enable students to work in a business environment during school or after finishing school.

## Pathways

A course of study in Business can establish a basis for further education and employment in a broad variety of sectors. Students could pursue further studies and employment in business management, which allows for specialisation.

## Objectives

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

- explain concepts and ideas from the business sectors
- describe procedures in business contexts
- examine concepts and ideas and procedures related to industry practices from the business sectors
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes.
- plan, implement and justify decisions for events in business contexts
- evaluate industry practices from the business sectors.

## Structure

The certificate course is designed around core topics embedded across a range of topics and clusters.

### Year 11

BSBPEF201 Support personal wellbeing in the workplace (Final)  
BSBWHS311 Assist with maintaining workplace safety  
Interim projects:  
BSBTEC303 Create electronic presentations  
BSBCRT311 Apply critical thinking skills in a team environment  
BSBXCM301 Engage in workplace communication  
BSBTEC301 Design and produce business documents  
BSBWRT311 Write simple documents  
BSBTEC303 Create electronic presentations  
BSBTEC201 Use business software applications

### Year 12

BSBSUS211 Participate in sustainable work practices  
BSBCRT311 Apply critical thinking skills in a team environment  
BSBOPS304 Deliver and monitor a service to customers  
BSBOPS305 Process customer complaints  
BSBXCM301 Engage in workplace communication  
BSBPEF301 Organise personal work priorities  
BSBTWK301 Use inclusive work practices  
BSBWRT311 Write simple documents

## Assessment

Competency based assessment is both ongoing and clustered around the relevant competencies being assessed. Assessment opportunities may include observation, practical tasks and research presentations.

# AUR20720 Certificate II in Automotive Voc. Prep

## VET – School scope

VET

The AUR20720 Certificate II in Automotive Vocational Preparation is based on the packaging rules described in the AUR Training Package. This course is based at the Trade Training Centre (TTC). This subject is largely practically based with online assessment required to allow student to build a better understanding of the fundamentals behind the automotive industry. To achieve a Certificate II in Automotive Vocational Preparation 12 units must be achieved as outlined below.

**SAFETY:** Due to the nature of the work and equipment based at the TTC, students will need to have industry standard clothing which includes steel capped boots, drill cotton long sleeves shirt and trousers and safety glasses for use in the workshop. No other shoes will be accepted. Hair is required to be held back off the face and neck. No jewellery on hands or wrists. There are lockers available for the students to store clothing etc however a padlock will be required to secure the available lockers.

## Pathways

Students will study the Cert II over year 11 and 12. The qualification targets introductory employment, such as induction or probationary periods for automotive retail, service and repair employment. Students that undertake this subject undertake a direct qualification towards an apprenticeship within the Automotive trades. These trades include Automotive Mechanical, Diesel and Heavy Machinery Mechanic.

## Objectives

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

- explain concepts and ideas from the automotive industry sector
- describe procedures in automotive workshop contexts
- examine concepts and ideas and procedures related to industry practices from the automotive sector
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes
- plan, implement and justify decisions for products in automotive contexts
- evaluate industry practices from the automotive sector.

## Structure

This certificate course is designed around core topics embedded across a range of topics and clusters.

Core (7)	Electives (5)
AURAEA002 Follow environmental and sustainability best practice in an automotive workplace	AURTTA002 Assist with automotive workplace activities
AURASA102 Follow safe working practices in an automotive workplace	AURTTA003 Use and maintain basic mechanical measuring devices
AURETR103 Identify automotive electrical systems fundamentals and components	AURTTJ003 Remove and replace wheel and tyre assemblies
AURLTA101 Identify automotive mechanical systems and components	AURET048 Construct and test electronic circuits
AURTTK102 Use and maintain tools and equipment in an automotive workplace	MEM05050B Perform routine gas metal arc welding
AURAF103 Communicate effectively in an automotive workplace	
AURAF104 Resolve routine problems in an automotive workplace	

## Assessment

Competency based assessment is both ongoing and clustered around the relevant competencies being assessed. Assessment opportunities may include observation, practical tasks and research presentations.

# CPC20220 Certificate II in Construction Pathways

VET – School scope

VET

This program will offer the students a holistic view in working in a Construction environment. Students will work in a simulated work environment. Students will develop skills in communication, teamwork, Worksite safety, planning and organising, self-management, basic hand, power and pneumatic tools. It helps to develop awareness of occupational health and safety issues in a Construction environment.

Students need to have a good work ethic. To be deemed competent students must actively participate in the program and complete all tasks to a competent standard. A Certificate II in Construction Pathways will enable students to work towards a great base level of skills that will make them highly sort after as an apprentice in the construction industry.

## Pathways

A course of study in Certificate II Construction Pathways can establish a basis for further education and employment in a broad variety of sectors within the construction industry.

Students could pursue further studies and employment in completing a school based/ full time apprenticeship within the Construction Industry.

## Objectives

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

- explain WHS policies and procedures needed on a construction site.
- gain a general construction white card (needed on any construction site in Australia)
- examine concepts and ideas and procedures related to industry practices.
- apply construction concepts in framing, levelling practices and general construction.
- plan, implement and justify decisions for construction choices in business contexts.

## Structure

The certificate course is designed around core concepts and are embedded across a range of topics and projects to be granted competency.

### Core units

CPCCOM1012 Work effectively and sustainably in the construction industry  
CPCCOM1013 Plan and organise work  
CPCCOM1015 Carry out measurements and calculations  
CPCCVE1011 Undertake a basic construction project  
CPCWHS2001 Apply WHS requirements, policies and procedures in the construction industry

### Electives

CPCCCA2002 Use carpentry tools and equipment  
CPCCCA2011 Handle carpentry materials  
CPCCJN3004 Manufacture and assemble joinery components  
CPCCM2006 Apply basic levelling procedures  
CPCWHS1001 Prepare to work safely in the construction industry

## Assessment

Competency based assessment is both ongoing and clustered around the relevant competencies being assessed. Assessment opportunities may include observation, practical tasks and research presentations. Students will be involved in but not limited to the construction of saw horse, dog kennel, levelling exercises (including concreting), chicken coop, a cubby house and more. Students will work both in singular and team environments that are closely related to that of industry practices.

# MEM20422 Certificate II in Engineering Pathways

## VET – School scope

VET

The MEM20422 Certificate II in Engineering Pathways is based on the packaging rules described in the MEM05 Training Package. This course is based at the Trade Training Centre (TTC). This subject is largely practically based to allow student to build a better understanding of the fundamentals behind the Engineering and Manufacturing industry. To achieve a Certificate II in Engineering Pathways, students must achieve competency in 12 units of competency over the 2 years of study.

**SAFETY:** Due to the nature of the work and equipment based at the TTC, students will need to have industry standard clothing which includes steel capped boots, drill cotton long sleeves shirt and trousers and safety glasses for use in the workshop. No other shoes will be accepted.

### Pathways

The qualification targets introductory employment, such as induction or probationary periods for engineering fabricator and repair employment. Students that undertake this subject undertake a direct qualification towards an apprenticeship within the Engineering

Fabrication trades. These trades include Boilermaker, Fitter and Turner and Sheet metal worker

### Objectives

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

- explain concepts and ideas from the automotive industry sector
- describe procedures in automotive workshop contexts
- examine concepts and ideas and procedures related to industry practices from the automotive sector
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes
- plan, implement and justify decisions for products in automotive contexts
- evaluate industry practices from the automotive sector.



## Structure

Across Year 11 and 12	
MEM16008 Interact with computing technology	MEMPE003 Use oxy-acetylene and soldering equipment
MEM18001 Use hand tools	MEMPE004 Use fabrication equipment
MEM18002 Use power tools / handheld operations	MEMPE005 Develop a career plan for the engineering and manufacturing industry
MEMPE001 Use engineering workshop machines	MEMPE006 Undertake a basic engineering project
MEMPE002 Use electric welding machines	MSMENV272 Participate in environmentally sustainable work practices
MEM13015 Work safely and effectively in manufacturing and engineering	MSMSUP106 Work in a team

## Assessment

Competency based assessment is both ongoing and clustered around the relevant competencies being assessed. Assessment opportunities may include observation, practical tasks and research presentations.

# SIT20322 Certificate II in Hospitality

## VET – VETiS Funded (Cert. II)- RTO- Smartskills

VET

The hospitality industry is one of continuously expanding employment opportunities throughout the world. Whether individuals use it as a part time or full time occupation, the skills and knowledge gained will always be an asset. The SIT20322 Certificate II in Hospitality in Year 12 (including work placement). The Certificate II in Hospitality provides students with basic operational skills and knowledge and is related to gaining employment directly within industry.

To achieve a Certificate II in Hospitality, 12 units must be completed: all 6 core units and 6 elective units.

Vocational Education and Training in Schools (VETiS) can be accessed by students for the Certificate II in Hospitality. This enables students to access courses (ie Bar or Restaurant) for free, under a partnership agreement with SmartSkill Pty. Ltd. VETiS funding is the preferred option for students as the fee for service option costs \$345 for block training or \$95 per unit studied. The block training (ie Bar skills set, Restaurant skills set and Responsible Service of Alcohol (RSA) are essential to success in the Certificate II Hospitality qualification.

### Pathways

The qualification targets introductory employment, such as bar attendant, café attendant, catering assistant or food and beverage attendant. Successful completion

of these qualifications could lead to a range of customer centred vocational employment opportunities beyond food and beverage service.

### Objectives

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

- explain concepts and ideas from the hospitality sector
- describe procedures in hospitality contexts
- examine concepts and ideas and procedures related to industry practices from the hospitality sector
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes.
- plan, implement and justify decisions for products in hospitality contexts
- evaluate industry practices from the hospitality sector.

## Structure

This certificate course is designed around core topics embedded across a range of topics and clusters.

<b>SIT20316 Certificate II in Hospitality</b>	SITXFSA005 Use hygienic practices for food safety
BSBTWK201 Work effectively with others	SITHCCC024 Prepare and present simple dishes
SITHIND006 Source & use information on the hospitality industry	SITHFAB024 Prepare and serve non-alcoholic beverages
SITHIND007 Use hospitality skills effectively	SITHFAB022 Clean and tidy bar areas
SITXCCS011 Interact with customers	SITHFAB023 Operate a bar
SITXCOM007 Show social and cultural sensitivity	SITHFAB021 Responsible service of alcohol
SITXWHS005 Participate in safe work practices	

## Assessment and Work Placement

Competency based assessment is both ongoing and clustered around the relevant competencies being assessed. Assessment opportunities may include observation, practical tasks and research presentations. **Students must complete a minimum of 12 work placement services to successfully gain the Cert II qualification.**

# BSB20120 Certificate II in Workplace Skills

## VET – School scope

VET

This program will provide students with skills and knowledge that will assist them in working in a trade environment. Students will complete this course in conjunction with a trade study simulating the administrative and work place practices expected in the trade industry.

Students will develop skills in communication, teamwork, problem-solving, planning and organising, self-management, learning and using technology to assist them in a trade industry.

Students need to have a good work ethic. To be deemed competent students must actively participate in the program and complete all tasks to a competent standard. A Certificate II in Workplace Skills will prepare students to work in a trade business environment during school or after finishing school.

### Pathways

A course of study in Workplace Skills can establish a basis for further education and employment in a broad variety of sectors. Students could pursue further studies and employment in practical administration or business, or their trade area of choice.

### Objectives

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

- explain concepts and ideas from trade business sectors
- describe procedures in a trade business context
- examine concepts and ideas and procedures related to industry practices
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes.
- plan, implement and justify decisions
- evaluate industry practices.

### Structure

The certificate course is designed around core topics embedded across a range of topics and clusters.

#### Year 11

##### **Project 1: Personal Wellbeing:**

*BSBCMM211 Apply communication skills*  
*BSBPEF201 Support personal wellbeing in the workplace*

##### **Project 2: Work Induction**

*BSBTEC202 Use digital technologies to communicate in a work environment*

*BSBTEC201 Use business software applications*

##### **Project 3: Administration**

*BSBTEC202 Use digital technologies to communicate in a work environment*

*BSBTEC201 Use business software applications*

#### Year 12

##### **Project 4: Health and Safety**

*BSBWHS211 Contribute to the health and safety of self and others*

*BSBTEC201 Use business software applications*

*BSBOPS201 Work effectively in business environments*

##### **Project 5: Sustainable Business Practices**

*BSBSUS211 Participate in sustainable work practices*

*BSBCMM211 Apply communication skills*

##### **Project 6: Customer Service**

*BSBCMM211 Apply communication skills*

*BSBPEF202 Plan and apply time management*

*BSBOPS201 Work effectively in business environments*

*BSBOPS202 Engage with customers*

*BSBOPS203 Deliver a service to customers*

### Assessment

Competency based assessment is both ongoing and clustered around the relevant competencies being assessed. Assessment opportunities may include observation, practical tasks and research presentations.