

# Senior Curriculum Guide 2026

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<b>Welcome</b>	<b>1</b>
<b>Senior Education Profile</b>	<b>2</b>
Senior Statement	2
Queensland Certificate of Education (QCE)	2
Queensland Certificate of Individual Achievement (QCIA)	2
<b>Senior subjects</b>	<b>3</b>
Underpinning factors	4
Vocational education and training (VET)	4
QCE eligibility	5
Australian Tertiary Admission Rank (ATAR) eligibility	5
<b>Applied and Applied (Essential) syllabuses</b>	<b>6</b>
Course structure	6
<b>General syllabuses</b>	<b>8</b>
Course overview	8
Assessment	8
<b>Short Course syllabuses</b>	<b>9</b>
Course overview	9
Assessment	9
<b>Subject selection process</b>	<b>10</b>
<b>Burnside State High School general and applied senior subjects</b>	<b>11</b>
Essential English	12
English	14
Literature	16
English & Literature Extension	18
Early Childhood Studies	20
Sport and Recreation	22
Health	24
Physical Education	26
Social and Community Studies	28
Ancient History	30
Business	33
Legal Studies	35
Modern History	37
Japanese	40

Essential Mathematics.....	42
General Mathematics .....	44
Mathematical Methods .....	46
Specialist Mathematics.....	48
Biology.....	50
Chemistry .....	52
Marine Science.....	54
Physics .....	56
Psychology .....	58
Furnishing Skills .....	60
Industrial Graphics Skills .....	62
Information and Communication Technology .....	64
Digital Solutions.....	66
Dance in Practice .....	68
Drama in Practice .....	70
Media Arts in Practice.....	72
Visual Arts in Practice.....	74
Dance .....	76
Drama.....	78
Film, Television and New Media.....	80
Music .....	82
Visual Art .....	84
<b>VET Subjects .....</b>	<b>86</b>
BSB30120 Certificate III in Business .....	87
SIT20122 Certificate II in Tourism .....	87
MEM10119 Certificate I in Engineering .....	89
FSK20119 Certificate II in Skills for Work and Vocational Pathways.....	89
MEM20422 Certificate II in Engineering Pathways .....	91
SIT20322 Certificate II in Hospitality.....	93
SIT20421 Certificate II in Cookery.....	95
AVI30419 Certificate III in Aviation (Remote Pilot).....	97
SIS30321 Certificate III in Fitness .....	99
HLT33115 Certificate III in Health Services Assistance.....	101
HLT23221 Certificate II in Health Support Services .....	101
CUA30920 Certificate III in Music.....	104

# Welcome

## Principal's introduction

I extend a welcome to all students commencing their senior phase of learning at Burnside State High School. The final part of the senior phase of learning (Years 11 and 12) is clearly an important time in young people's lives. At Burnside State High School, all students will be required to embark on a Senior Education and Training (SET) planning process, culminating in a learning and training pathway developed by students in partnership with their caregivers and key school staff. This is in line with our policy of working with students and families to ensure the best possible educational outcome for the student. For students to make an informed decision on their senior schooling pathway, it is imperative that they are aware of the options available and possible pathways post Year 10.

Before you begin looking at which subjects and courses you may choose, it is important that you consider your hopes and dreams for the future. You need to consider future career pathways as well as likely study options. Such deliberation should lead you to design for yourself a course that best suits your needs. Burnside State High School is a school that is prepared to work collaboratively with students, parents and other providers.

The Senior Curriculum Guide describes some common pathway options as well as explaining some of the terminology associated with senior study. The Senior Guide provides you with a succinct description of each subject and course including content, course structure, the possible pathways available, learning objectives, and types of assessment.

Smaller, Smarter, Safer underpins everything we do at Burnside State High School, and we offer a range of subjects covering a diverse range of interests with our core values of care, consideration and co-operation ensuring we have created a productive learning environment. Our subject range, combined with excellent teachers, facilities and resources and a wide range of learning experiences, provide many opportunities for every student to experience success and to develop multiple pathways to the future.

The range of subjects and pathways available allows you to select:

- academic subjects that prepare you for university entrance, school-based distance education or virtual schooling
- vocational subjects that prepare you for direct entry to the workforce or for further education and training at a TAFE college
- a combination of both
- a school-based traineeship/apprenticeship to complement any of the pathways above

The school acknowledges that 21<sup>st</sup> century students are challenged to develop skills that are transferable for the learning environment that is continually changing. We are therefore willing to discuss any options your child may be considering and will, in consultation with stakeholders, assist students to choose an appropriate course of study.

Burnside State High School will provide you with many opportunities to build the foundations to your future, but ultimately the responsibility for your success rests with you.

The senior phase of learning isn't easy, but with good personal organisation, self-discipline, and good work and study habits, you can be very successful and achieve your goals. Set clear goals and be committed to working hard to achieve them.

I trust that you will enjoy the challenges of senior schooling and that you will reap the benefits for your future. If we work together, you will gain that "competitive edge" that you need and find your "Pathway to Success". Burnside State High School is the only state high school on the Sunshine Coast that has in most years had 100% of students leave with an ATAR, QCE, QCIA and VET qualification.

Smaller, Smarter, Safer. That's Burnside State High School.

Paul Fitzgerald  
Principal

# Senior Education Profile

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

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

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

## Senior Statement

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

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

## Queensland Certificate of Education (QCE)

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

## Queensland Certificate of Individual Achievement (QCIA)

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

# Senior subjects

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

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

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at [www.qcaa.qld.edu.au/senior/subjects-from-2024](http://www.qcaa.qld.edu.au/senior/subjects-from-2024) 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.

# Underpinning factors

All senior syllabuses are underpinned by:

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

## Applied and Applied (Essential) syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy.

## General syllabuses and Short Course syllabuses

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

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

# Vocational education and training (VET)

Students can access VET programs through the school if it:

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

## QCE eligibility

To receive a QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Contributing courses of study include QCAA-developed subjects or courses, vocational education and training (VET) qualifications and other recognised courses. Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website at <https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway>.

## Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

### English requirement

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

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

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



# Applied and Applied (Essential) syllabuses

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

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.

## **Short Course syllabuses**

### **Course overview**

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

Short Courses are available in:

- Aboriginal and Torres Strait Islander Languages
- Career Education
- Literacy
- Numeracy

### **Assessment**

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

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

# Subject selection process

In order to develop a subject selection at Burnside State High School, all students are asked to initially complete a subject survey to gauge their needs and interest in all the subjects offered. Students in Years 11 and 12 will study six subjects. In the Subject Survey students are asked to choose any six subjects which must include a Mathematics and English subject. The table below shows the range of subjects initially offered to students in 2021. Subjects will not run without a sufficient number of students selecting them and through the subject selection process explained below these subject offerings will be reduced.

General	Applied subjects	VET
Ancient History* Biology* Business* Chemistry* Digital Solutions* Drama* English* English and Literature Extension Film, Television and New Media* General Mathematics* Health Japanese* Legal Studies* Marine Science* Mathematical Methods* Modern History* Music* Physical Education Physics* Psychology Specialist Mathematics* Visual Art*	Dance in Practice Drama in Practice Early Childhood Studies Essential English Essential Mathematics Furnishing Skills Industrial Graphics Skills Information and Communication Technology Media Arts in Practice Social and Community Studies Sport and Recreation Visual Arts in Practice	Certificate I in Engineering and Certificate II in Skills for Work and Vocational Pathways Engineering Pathways (Blue Dog Training) Certificate II in Cookery Certificate II in Hospitality (Smart Skill) Certificate III in Aviation Certificate III in Fitness (Binnacle) Certificate III in Music Certificate II in Tourism and Certificate III in Business Certificate II in Health Support Services and Certificate III in Health Services Assistance (Connect 'n' Grow)

Key: \*Year 11 subjects with a Year 10 Foundation subject. Foundation subjects are prerequisite subjects for Year 11 subjects.

**Note:** Extension Literature and English will be offered to Year 12 students. Students must be studying English, and it is highly recommended they have achieved a B or higher.

From this subject survey a final overview of student preferences will be organised to determine a subject structure which meets the needs of the majority of our students. This subject selection will be organised into six lines that show the groups of subjects running at one time that students can select from. An English and a Mathematics subject is compulsory. As well as SET planning informing a student's subject selections, there are also recommendations and prerequisites that need to be considered when making subject selections.

## Prerequisite for choosing Year 11 General Subjects

- If students select any Year 11 General subject (see list above), students **must** have received a pass in General English in Year 10.
- If students studied Essential English or Essential Mathematics in Year 10 they **should not** select from the General subjects listed above. If students have studied Essential English or Essential Mathematics and want to select from the General subjects they must meet with the Guidance Officer to discuss pathways.
- For General subjects (refer to subject list) that have a pre-requisite or Year 10 foundation subject (shown by\*), it is **highly recommended** the student has passed the Year 10 foundation subject.

## Recommendation for ATAR eligible students

An Australian Tertiary Admission Rank (ATAR) is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

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

If students choose an **ATAR eligible subject selection** it is **highly recommended** that they received an 'A' or 'B' in their Year 10 English and General Mathematics (or a passing grade in Mathematical Methods).

# Burnside State High School general and applied senior subjects

	English	<b>General</b> <ul style="list-style-type: none"> <li>English</li> <li>English and Literature Extension</li> <li>Literature</li> </ul>	<b>Applied</b> <ul style="list-style-type: none"> <li>Essential English</li> </ul>
	Health and Physical Education	<b>General</b> <ul style="list-style-type: none"> <li>Health</li> <li>Physical Education</li> </ul>	<b>Applied</b> <ul style="list-style-type: none"> <li>Early Childhood Studies</li> <li>Sport and Recreation</li> </ul>
	Humanities	<b>General</b> <ul style="list-style-type: none"> <li>Ancient History</li> <li>Business</li> <li>Legal Studies</li> <li>Modern History</li> </ul>	<b>Applied</b> <ul style="list-style-type: none"> <li>Social and Community Studies</li> </ul>
	Languages	<b>General</b> <ul style="list-style-type: none"> <li>Japanese</li> </ul>	
	Mathematics	<b>General</b> <ul style="list-style-type: none"> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> </ul>	<b>Applied</b> <ul style="list-style-type: none"> <li>Essential Mathematics</li> </ul>
	Science	<b>General</b> <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Marine Science</li> <li>Physics</li> <li>Psychology</li> </ul>	
	Technologies	<b>General</b> <ul style="list-style-type: none"> <li>Digital Solutions</li> </ul>	<b>Applied</b> <ul style="list-style-type: none"> <li>Furnishing Skills</li> <li>Industrial Graphics Skills</li> <li>Information and Communication Technology</li> </ul>
	The Arts	<b>General</b> <ul style="list-style-type: none"> <li>Drama</li> <li>Film, Television and New Media</li> <li>Music</li> <li>Visual Art</li> </ul>	<b>Applied</b> <ul style="list-style-type: none"> <li>Dance in Practice</li> <li>Drama in Practice</li> <li>Media Arts in Practice</li> <li>Visual Arts in Practice</li> </ul>

**Note:** VET subjects are not shown

The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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



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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts
- skills to make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Perspectives and texts</b> <ul style="list-style-type: none"> <li>• Texts in contexts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating texts</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>• Texts in contexts</li> <li>• Language and textual analysis</li> <li>• Responding to and creating texts</li> </ul>	<b>Textual connections</b> <ul style="list-style-type: none"> <li>• Conversations about issues in texts</li> <li>• Conversations about concepts in texts.</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>• Creative responses to literary texts</li> <li>• Critical responses to literary texts</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Spoken persuasive response	25%	Summative internal assessment 3 (IA3): • Examination — extended response	25%
Summative internal assessment 2 (IA2): • Written response for a public audience	25%	Summative external assessment (EA): • Examination — extended response	25%

# Literature

## General senior subject

General

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms
- enjoyment and appreciation of literary texts and the aesthetic use of language, and style
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<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>Intertextuality</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 — extended response	25%	Summative internal assessment 3 (IA3): • Imaginative response	25%
Summative internal assessment 2 (IA2): • Imaginative response	25%	Summative external assessment (EA): • Examination — extended response	25%

# English & Literature Extension

## General senior subject

General

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and should be read in conjunction with those syllabuses. To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.

By offering students the opportunity to specialise in the theorised study of literature, English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

In English & Literature Extension, students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

## Pathways

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing

the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

## Objectives

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

- demonstrate understanding of literary texts studied to develop interpretation/s
- demonstrate understanding of different theoretical approaches to exploring meaning in texts
- demonstrate understanding of the relationships among theoretical approaches
- apply different theoretical approaches to literary texts to develop and examine interpretations
- analyse how different genres, structures and textual features of literary texts support different interpretations
- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
- use textual features in extended analytical responses to create desired effects for specific audiences
- evaluate theoretical approaches used to explore different interpretations of literary texts
- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
- synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence.

## Structure

To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature.

Unit 3	Unit 4
<b>Ways of reading</b> <ul style="list-style-type: none"><li>• Readings and defences</li><li>• Defence of a complex transformation</li></ul>	<b>Exploration and evaluation</b> <ul style="list-style-type: none"><li>• Extended academic research paper</li><li>• Theorised exploration of texts</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).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Reading and defence</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Academic research paper</li></ul>	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Defence of a complex transformation</li></ul>	20%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>	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 and 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 and Recreation. Sport and 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 and 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 and Recreation is a four-unit course of study. This syllabus contains 12 QCAA-developed units as options for schools to select from to develop their course of study.

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

## Assessment

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

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

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

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Transport safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life course transition.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health-educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Resilience as a personal health resource</b>	<b>Peers and family as resources for healthy living</b> <ul style="list-style-type: none"> <li>• Alcohol and other drugs (elective)</li> <li>• Body image (elective)</li> </ul>	<b>Community as a resource for healthy living</b> <ul style="list-style-type: none"> <li>• Homelessness (elective)</li> <li>• Transport safety (elective)</li> <li>• Anxiety (elective)</li> </ul>	<b>Respectful relationships in the post-schooling transition</b>

## 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): • Action research	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — extended response	25%

# Physical Education

## General senior subject

General

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning

experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

### Pathways

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

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Motor learning, functional anatomy and biomechanics in physical activity</b> <ul style="list-style-type: none"> <li>Motor learning in physical activity</li> <li>Functional anatomy and biomechanics in physical activity</li> </ul>	<b>Sport psychology and equity in physical activity</b> <ul style="list-style-type: none"> <li>Sport psychology in physical activity</li> <li>Equity — barriers and enablers</li> </ul>	<b>Tactical awareness and ethics in physical activity</b> <ul style="list-style-type: none"> <li>Tactical awareness in physical activity</li> <li>Ethics and integrity in physical activity</li> </ul>	<b>Energy, fitness and training in physical activity</b> <ul style="list-style-type: none"> <li>Energy, fitness and training integrated in physical activity</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Social and Community Studies

## Applied senior subject

Applied

Social and 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 and 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 and 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 and 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 and 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> 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> 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, 4 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 400 words</li> </ul>
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	<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>



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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the Ancient World</b> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Features of ancient societies</li> </ul>	<b>Personalities in their time</b> <ul style="list-style-type: none"> <li>• Personality from the Ancient World 1</li> <li>• Personality from the Ancient World 2</li> </ul>	<b>Reconstructing the Ancient World</b> <p>Schools select two of the following historical periods to study in this unit:</p> <ul style="list-style-type: none"> <li>• Thebes — East and West, from the 18th to the 20th Dynasty</li> <li>• The Bronze Age Aegean</li> <li>• Assyria from Tiglath Pileser III to the fall of the Empire</li> <li>• The Ancient Levant — First and Second Temple Period</li> <li>• Persia from Cyrus II to Darius III</li> <li>• Fifth Century Athens (BCE)</li> <li>• Macedonian Empire from Philip II to Alexander III</li> <li>• Rome during the Republic</li> <li>• Early Imperial Rome from Augustus to Nero</li> <li>• Pompeii and Herculaneum</li> <li>• Later Han Dynasty and the Three Kingdoms</li> <li>• The Celts and/or Roman Britain</li> <li>• The Medieval Crusades</li> <li>• Classical Japan until the end of the Heian Period</li> </ul>	<b>People, power and authority</b> <p>Schools select one of the following historical periods to study in this unit:</p> <ul style="list-style-type: none"> <li>• Ancient Egypt — New Kingdom Imperialism</li> <li>• Ancient Greece — the Persian Wars</li> <li>• Ancient Greece — the Peloponnesian War</li> <li>• Ancient Carthage and/or Rome — the Punic Wars</li> <li>• Ancient Rome — Civil War and the breakdown of the Republic</li> <li>• Ancient Rome — the Augustan Age</li> <li>• Ancient Rome — Imperial Rome until the fall of the Western Roman Empire</li> <li>• Ancient Rome — the Byzantine Empire</li> </ul> <p>Schools select one of the personality options that has been nominated by the QCAA for the external assessment. Schools will be notified of the options at least two years before the external assessment is implemented.</p>

## Assessment

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

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

### Summative assessments

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

# Business

## General senior subject

General

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

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and

scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<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>• Australia's legal response to international law and human rights</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 — analytical essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%



Modern History is a discipline-

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

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

- purpose.

evidence from historical sources, and communicating the outcomes of their historical thinking.

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

## Pathways

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

## Objectives

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

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



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Ideas in the Modern World</b></p> <p>Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> <li>• Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends)</li> <li>• Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins)</li> <li>• Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed)</li> <li>• American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed)</li> <li>• French Revolution, 1789–1799 (Estates General meets – New Consulate established)</li> <li>• Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins)</li> <li>• Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies)</li> <li>• Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty)</li> <li>• Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends)</li> <li>• Xinhai Revolution and its aftermath, 1911–1916 (Wuchang Uprising</li> </ul>	<p><b>Movements in the Modern World</b></p> <p>Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> <li>• Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place)</li> <li>• Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law)</li> <li>• Workers' movement since the 1860s (Great Shoemakers Strike in New England begins)</li> <li>• Women's movement since 1893 (Women's suffrage in New Zealand becomes law)</li> <li>• May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins)</li> <li>• Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared)</li> <li>• Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces)</li> <li>• Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end)</li> <li>• African-American civil rights movement</li> </ul>	<p><b>National experiences in the Modern World</b></p> <p>Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> <li>• Australia since 1901 (Federation of Australia)</li> <li>• United Kingdom since 1901 (Edwardian Era begins)</li> <li>• France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end)</li> <li>• New Zealand since 1841 (separate colony of New Zealand established)</li> <li>• Germany since 1914 (World War I begins)</li> <li>• United States of America, 1917–1945 (entry into World War I – World War II ends)</li> <li>• Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends)</li> <li>• Japan since 1931 (invasion of Manchuria begins)</li> <li>• China since 1931 (invasion of Manchuria begins)</li> <li>• Indonesia since 1942 (Japanese occupation begins)</li> <li>• India since 1947 (Indian Independence Act of 1947 becomes law)</li> <li>• Israel since 1917 (announcement of the Balfour Declaration)</li> <li>• South Korea since 1948 (Republic of Korea begins).</li> </ul>	<p><b>International experiences in the Modern World</b></p> <p>Schools select one of the following topics to study in this unit:</p> <ul style="list-style-type: none"> <li>• Australian engagement with Asia since 1945 (World War II in the Pacific ends)</li> <li>• Search for collective peace and security since 1815 (Concert of Europe begins)</li> <li>• Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed)</li> <li>• Mass migrations since 1848 (California Gold Rush begins)</li> <li>• Information Age since 1936 (On Computable Numbers published)</li> <li>• Genocides and ethnic cleansings since the 1930s (Holocaust begins)</li> <li>• Nuclear Age since 1945 (first atomic bomb detonated)</li> <li>• Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins)</li> <li>• Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins)</li> <li>• Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place)</li> <li>• Space exploration since the 1950s (publication of articles focused on space travel)</li> <li>• Rights and recognition of First Peoples since 1982 (United Nations Working Group on</li> </ul>

Unit 1	Unit 2	Unit 3	Unit 4
<p>begins – death of Yuan Shikai)</p> <ul style="list-style-type: none"> <li>• Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic)</li> <li>• Arab Spring since 2010 (Tunisian Revolution begins)</li> <li>• Alternative topic for Unit 1.</li> </ul>	<p>since 1954 (judgment in <i>Brown v. Board of Education</i> delivered)</p> <ul style="list-style-type: none"> <li>• Environmental movement since the 1960s (<i>Silent Spring</i> published)</li> <li>• LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin)</li> <li>• Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins)</li> <li>• Alternative topic for Unit 2.</li> </ul>		<p>Indigenous Populations established)</p> <ul style="list-style-type: none"> <li>• Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place).</li> </ul> <p>Schools select one of the topic options that has been nominated by the QCAA for the external assessment and has not been studied in Topic 1. Schools will be notified of the topic options at least two years before the external assessment is implemented.</p>

## Assessment

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

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

### Summative assessments

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

# Japanese

## General senior subject

General

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

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

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

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

language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Essential Mathematics

## Applied senior subject

Applied

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information and communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and

unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Number, data and graphs</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Number</li><li>• Representing data</li><li>• Managing money</li></ul>	<b>Data and travel</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Data collection</li><li>• Graphs</li><li>• Time and motion</li></ul>	<b>Measurement, scales and chance</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Measurement</li><li>• Scales, plans and models</li><li>• Probability and relative frequencies</li></ul>	<b>Graphs, data and loans</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Bivariate graphs</li><li>• Summarising and comparing data</li><li>• Loans and compound interest</li></ul>

## Assessment

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

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

### Summative assessments

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



# General Mathematics

## General senior subject

General

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information and communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With

appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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



# Mathematical Methods

## General senior subject

General

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information and communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already

know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P-10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

## Pathways

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

## Objectives

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

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

# Specialist Mathematics

## General senior subject

General

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information and communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already

know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

## Pathways

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

## Objectives

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

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

## Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
<b>Combinatorics, proof, vectors and matrices</b> <ul style="list-style-type: none"> <li>• Combinatorics</li> <li>• Introduction to proof</li> <li>• Vectors in the plane</li> <li>• Algebra of vectors in two dimensions</li> <li>• Matrices</li> </ul>	<b>Complex numbers, further proof, trigonometry, functions and transformations</b> <ul style="list-style-type: none"> <li>• Complex numbers</li> <li>• Complex arithmetic and algebra</li> <li>• Circle and geometric proofs</li> <li>• Trigonometry and functions</li> <li>• Matrices and transformations</li> </ul>	<b>Further complex numbers, proof, vectors and matrices</b> <ul style="list-style-type: none"> <li>• Further complex numbers</li> <li>• Mathematical induction and trigonometric proofs</li> <li>• Vectors in two and three dimensions</li> <li>• Vector calculus</li> <li>• Further matrices</li> </ul>	<b>Further calculus and statistical inference</b> <ul style="list-style-type: none"> <li>• Integration techniques</li> <li>• Applications of integral calculus</li> <li>• Rates of change and differential equations</li> <li>• Modelling motion</li> <li>• Statistical inference</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Biology

## General senior subject

General

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts

- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

## Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

## Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>Cells as the basis of life</li> <li>Exchange of nutrients and wastes</li> <li>Cellular energy, gas exchange and plant physiology</li> </ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>Homeostasis — thermoregulation and osmoregulation</li> <li>Infectious disease and epidemiology</li> </ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>Describing biodiversity and populations</li> <li>Functioning ecosystems and succession</li> </ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>Genetics and heredity</li> <li>Continuity of life on Earth</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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 — combination response			

# Chemistry

## General senior subject

General

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making

- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

## Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

## Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Chemical fundamentals — structure, properties and reactions</b> <ul style="list-style-type: none"> <li>• Properties and structure of atoms</li> <li>• Properties and structure of materials</li> <li>• Chemical reactions — reactants, products and energy change</li> </ul>	<b>Molecular interactions and reactions</b> <ul style="list-style-type: none"> <li>• Intermolecular forces and gases</li> <li>• Aqueous solutions and acidity</li> <li>• Rates of chemical reactions</li> </ul>	<b>Equilibrium, acids and redox reactions</b> <ul style="list-style-type: none"> <li>• Chemical equilibrium systems</li> <li>• Oxidation and reduction</li> </ul>	<b>Structure, synthesis and design</b> <ul style="list-style-type: none"> <li>• Properties and structure of organic materials</li> <li>• Chemical synthesis and design</li> </ul>

## Assessment

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

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

### Summative assessments

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



# Marine Science

## General senior subject

General

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. In Unit 1, students develop their understanding of oceanography. In Unit 2, they engage with the concept of marine biology. In Unit 3, students study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked in Unit 4 with ocean issues and resource management where students apply knowledge from Unit 3 to consider the future of our oceans and techniques for managing fisheries. Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Marine Science aims to develop students':

- sense of wonder and curiosity about the complexity of marine life and a respect for all living things and the environment
- appreciation of global stewardship, which involves an understanding of the value systems associated with the marine environment and its importance in maintaining biological support systems
- interpretation of scientific evidence to make judgments and decisions about the effective management of the marine environment
- investigative skills that can be used to evaluate environmental issues and their potential to affect the fragility of marine environments
- understanding of how marine systems interact and are interrelated; the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major marine science concepts, theories and models related to marine systems at all scales, from species to ecosystem

- appreciation of how marine knowledge has developed over time and continues to develop; how scientists use marine science in a wide range of applications; and how marine knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate marine science understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

## Pathways

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

## Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Oceanography</b> <ul style="list-style-type: none"> <li>• An ocean planet</li> <li>• The dynamic shore</li> </ul>	<b>Marine biology</b> <ul style="list-style-type: none"> <li>• Marine ecology and biodiversity</li> <li>• Marine environmental management</li> </ul>	<b>Marine systems — connections and change</b> <ul style="list-style-type: none"> <li>• The reef and beyond</li> <li>• Changes on the reef</li> </ul>	<b>Ocean issues and resource management</b> <ul style="list-style-type: none"> <li>• Oceans of the future</li> <li>• Managing fisheries</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Physics

## General senior subject

General

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide

range of contexts and informs personal, local and global issues

- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

## Pathways

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

## Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

## Structure

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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 — combination response			

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving

collection and analysis of qualitative and quantitative data and interpretation of evidence

- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

## Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

## Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Individual development</b> <ul style="list-style-type: none"> <li>• The role of the brain</li> <li>• Cognitive development</li> <li>• Consciousness, attention and sleep</li> </ul>	<b>Individual behaviour</b> <ul style="list-style-type: none"> <li>• Intelligence</li> <li>• Diagnosis</li> <li>• Psychological disorders and treatments</li> <li>• Emotion and motivation</li> </ul>	<b>Individual thinking</b> <ul style="list-style-type: none"> <li>• Brain function</li> <li>• Sensation and perception</li> <li>• Memory</li> <li>• Learning</li> </ul>	<b>The influence of others</b> <ul style="list-style-type: none"> <li>• Social psychology</li> <li>• Interpersonal processes</li> <li>• Attitudes</li> <li>• Cross-cultural psychology</li> </ul>

## Assessment

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

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

### Summative assessments

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

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

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices,

interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

## Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

## Objectives

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

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

## Structure

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

Unit option	Unit title
Unit option A	Furniture-making
Unit option B	Cabinet-making
Unit option C	Interior furnishing
Unit option D	Production in the domestic furniture industry
Unit option E	Production in the commercial furniture industry
Unit option F	Production in the bespoke furniture industry

## Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	<p><b>Practical demonstration</b> Practical demonstration: the skills and procedures used in 3–5 production processes</p> <p><b>Documentation</b> Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</p>
Project	Students manufacture a product and document the manufacturing process.	<p><b>Product</b> Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes</p> <p><b>Manufacturing process</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, 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 used by Australian manufacturing and construction industries to produce products. The manufacturing and construction industries transform raw materials into products required by society. This adds value for both enterprises and consumers. Australia has strong manufacturing and construction industries that continue to provide employment opportunities.

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

# Information and Communication Technology

## Applied senior subject

Applied

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

Information and 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 and 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 and 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 and 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

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

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
• Technical proposal		• Digital solution	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
• Digital solution		• Examination — combination response	

# Dance in Practice

## Applied senior subject

Applied

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

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

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

In Dance in Practice, students are involved in making (choreographing and performing) and

responding to dance works in class, school and the community. Students also respond to their own and others' dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding.

## Pathways

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

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Choreography	Students choreograph a dance for an identified group by adapting the choreography from the performance project to be suitable for a new group.	<b>Choreography of dance</b> Choreography (live or recorded): up to 4 minutes
Choreographic project	Students plan, choreograph and evaluate a dance for a celebration event, a dance work for a dance industry sector, or dance video for a selected artist or audience.	<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 celebration dance, a dance work to showcase skills for an industry sector, or choreography for a dance video, as 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.

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

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating

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

## Pathways

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

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a purpose and context relevant to the unit.	<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 relevant to 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 an excerpt of a published script or a devised scene connected to the directorial or devising project.	<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.

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

## Pathways

Media Arts in Practice students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future

employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that reflects a purpose and context relevant to the unit.	<p><b>Design product</b> Design product must represent:</p> <ul style="list-style-type: none"> <li>• Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (see response requirements for 'Media artwork' below).</li> </ul> <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 relevant to 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>

# Visual Arts in Practice

## Applied senior subject

Applied

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

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

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

and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

## Pathways

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

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

Technique	Description	Response requirements
Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	<p><b>Experimental folio</b> Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based</p> <p>OR</p> <p><b>Prototype artwork</b> 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s</p> <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</p> <p>OR</p> <p><b>Folio of stylistic experiments</b> Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based</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 purpose and context relating to the focus of the unit.	<p><b>Resolved artwork</b></p> <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s</li> </ul>

# Dance

## General senior subject

General

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students will learn about dance as it is now and explore its origins across time and cultures.

Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.

## Pathways

This subject prepares young people for participation in the 21st century. Dance has the means to prepare students for future possibilities, with transversal skills and the capacity for flexible thinking and doing. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement. Critical thinking and literacy skills are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world. Dance develops individuals who are culturally intelligent, creative, and complex and critically reflective thinkers.

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

## Objectives

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

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and dance skills

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Moving bodies</b> How does dance communicate meaning for different purposes and in different contexts?	<b>Moving through environments</b> How does the integration of the environment shape dance to communicate meaning?	<b>Moving statements</b> How is dance used to communicate viewpoints?	<b>Moving my way</b> How does dance communicate meaning for me?

## Assessment

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

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

### Summative assessments

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



# Drama

## General senior subject

General

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists.

Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

## Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

## Objectives

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

- demonstrate skills of drama
- apply literacy skills
- interpret purpose, context and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Share</b> How does drama promote shared understandings of the human experience?	<b>Reflect</b> How is drama shaped to reflect lived experience?	<b>Challenge</b> How can we use drama to challenge our understanding of humanity?	<b>Transform</b> How can you transform dramatic practice?

## Assessment

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

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

### Summative assessments

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

# Film, Television and New Media

## General senior subject

General

Film, Television and New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

By studying Film, Television and New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television and New Media will equip students for a future of unimagined possibilities with highly

transferable and flexible thinking and communication skills.

## Pathways

The processes and practices of Film, Television and New Media, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. A course of study in Film, Television and New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.

## Objectives

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

- design moving-image media products
- create moving-image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving-image media products
- evaluate film, television and new media products, practices and viewpoints.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Foundation</b> <ul style="list-style-type: none"> <li>Technologies</li> <li>Institutions</li> <li>Languages</li> </ul>	<b>Stories</b> <ul style="list-style-type: none"> <li>Representations</li> <li>Audiences</li> <li>Languages</li> </ul>	<b>Participation</b> <ul style="list-style-type: none"> <li>Technologies</li> <li>Audiences</li> <li>Institutions</li> </ul>	<b>Artistry</b> <ul style="list-style-type: none"> <li>Technologies</li> <li>Representations</li> <li>Languages</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): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic production	35%
Summative internal assessment 2 (IA2): • Multi-platform content project	25%		
Summative external assessment (EA): 25% • Examination — extended response			

# Music

## General senior subject

General

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for

intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

## Pathways

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

## Objectives

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

- demonstrate technical skills
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music
- realise music ideas
- resolve music ideas

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Visual Art

## General senior subject

General

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

## Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and

expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.

## Objectives

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Art as lens</b> <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: personal and contemporary</li> <li>• Focus: people, place, objects</li> </ul>	<b>Art as code</b> <ul style="list-style-type: none"> <li>• Concept: art as a coded visual language</li> <li>• Contexts: formal and cultural</li> <li>• Focus: codes, symbols, signs and art conventions</li> </ul>	<b>Art as knowledge</b> <ul style="list-style-type: none"> <li>• Concept: constructing knowledge as artist and audience</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> </ul>	<b>Art as alternate</b> <ul style="list-style-type: none"> <li>• Concept: evolving alternate representations and meaning</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> </ul>

## Assessment

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

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

### Summative assessments

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



# Queensland Curriculum and Assessment Authority

## VET Subjects

***These subjects contain competency based  
vocational modules and may include  
“on the job” training***



### VET DISCLAIMER

“The school must have certain teachers and equipment to run the courses advertised in this section. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications but it may incur a fee. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements. Late enrolment in a VET course means that a training and assessment agreement is for the negotiated package of units, which will lead to a statement of attainment.”

***‘Information correct at time of publication but subject to change’***

# BSB30120 Certificate III in Business

## SIT20122 Certificate II in Tourism

### VET Qualification

Binnacle Training 31319

VET

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

Upon successful completion students will achieve up to 10 QCE credits. Graduates will be able to use their Certificate III in Business:

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

### Skills Acquired

- customer service
- source and present information
- personal and teamwork effectiveness
- critical and creative thinking skills
- inclusivity and effective communication
- WHS and sustainability
- business technology and documentation
- source and present information

### Structure

Students will participate in the delivery of a range of business and tourism activities and projects within the school. Graduates will be competent in a range of essential business skills including; customer service, personal and team effectiveness, critical thinking, business technology and documents, sourcing and presenting information, workplace health and safety, social and cultural sensitivity and participating in sustainable work practices.

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

### Pathways

The Certificate III in Business and Certificate II in Tourism will be predominantly used by students seeking to enter the Business Services industries. For example:

- business owner
- business and customer service
- marketing
- tourism operator

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

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit

[www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance](http://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance)

### Duration

2 years

### Work Placement

Nil

Unit	Title
SITTIND003	Source and use information on the tourism and travel industry
CUAEVP211	Assist with the staging of public activities or events
SITXCOM006	Source and present information
BSBTEC201	Use business software applications
BSBTEC203	Research using the internet
SITXCCS009	Provide customer information and assistance
BSBPEF301	Apply critical thinking skills in a team environment
SITXWHS005	Participate in safe work practices
SITXCOM007	Show social and cultural sensitivity
SITXCCS011	Interact with customers
SITXCCS010	Provide visitor information
SITXCOM008	Provide a briefing or scripted commentary
BSBPEF301	Organise personal work priorities
BSBPEF201	Support personal wellbeing in the workplace
BSBWHS311	Assist with maintaining workplace safety
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBXCM301	Engage in workplace communication
BSBXTW301	Work in a team
BSBCRT311	Apply critical thinking skills in a team environment
BSBTEC301	Design and produce business documents
BSBWRT311	Write simple documents
BSBCMM411	Make presentations*
BSBPEF402	Develop personal work priorities*

\* Optional additional units of competency

## Entry Requirements

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

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

## Assessment

Program delivery will combine both class-based tasks and practical components in a real business environment at the school. This involves the delivery of a range of projects and services within their school community. All assessment tasks and resources are online and each term has a specific number of assessment tasks. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- practical tasks
- hands-on activities involving customer service
- group projects
- e-learning projects
- evidence contributing towards competency will be collected throughout the course

**NOTE:** From time to time, project delivery may require a mandatory 'outside subject' component (e.g. before or after school).

<b>IMPORTANT</b> Program Disclosure Statement (PDS)	<i>Please note this 2026 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). Please note that some training and assessment services are delivered by the School (as Third Party) and the PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: <a href="http://www.binnacletraining.com.au/rto">www.binnacletraining.com.au/rto</a></i>
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*Information correct at time of publication but subject to change*

# MEM10119 Certificate I in Engineering

## FSK20119 Certificate II in Skills for Work and Vocational Pathways

### VET Qualification

Burnside State High School 30245

VET

This dual Certificate I in Engineering and Certificate II in Skills for Work and Vocational Pathways provides students with the skills and knowledge to work in many fields that have an application for the use of Engineering skills relating aeronautical construction. This course is in the engineering and related technologies field. For more information about this kind of career, you can explore Engineers Australia.

### Pathways

This qualification defines entry-level skills and knowledge to assist workers entering employment as engineering/manufacturing employees within the metal, engineering,

manufacturing and associated industries. Pathways include all areas of aviation, including manned and unmanned, areas of engineering including sheet metal, fitter machinist, electrical and areas within engineering design including drafting and parts technician.

### Duration

2 years

### Work Placement

Nil

### Structure

Students will study a range of competencies for these certificates. The successful completion of 20 competencies will see the awarding of the certificate for both qualifications.

Competencies studied will come from the following available competencies as determined by the current teacher and qualification packaging rules for both qualifications.

Unit	Title	Competency
*MEM13015*	Work safely and effectively in manufacturing and engineering	Core
MEM09002	Interpret technical drawing	Elective
MEM11011	Undertake manual handling	Elective
MEM12023	Perform engineering measurements	Elective
MEM12024	Perform computations	Elective
MEM16006	Organise and communicate information	Elective
MEM16008	Interact with computing technology	Elective
MEM18001	Use hand tools	Elective
MEM18002	Use power tools/hand held operations	Elective
FSKLRG011	Use routine strategies for work-related learning	Core
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work	Elective
FSKNUM016	Interpret, draw and construct routine 2D and 3D shapes for work	Elective
FSKNUM018	Collect data and construct routine tables and graphs for work	Elective
FSKNUM024	Use geometry to draw 2D shapes and construct 3D shapes for work	Elective
FSKNUM026	Read, interpret and use detailed plans, drawings and diagrams for work	Elective
FSKOCM007	Interact effectively with others at work	Elective
FSKRDG008	Read and respond to information in routine visual and graphic texts	Elective
FSKWTG008	Complete routine workplace formatted texts	Elective
FSKDIG003	Use digital technology for non-routine workplace tasks	Elective
FSKLRG018	Develop a plan to organise routine workplace tasks	Elective

## Notes

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

Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

## Entry Requirements

Year 10 Engineering Studies would be an advantage but is not necessary.

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

## Assessment

Each term students are required to complete practical tasks combined with online learning modules related to specific tasks. These tasks are all approved by Blue Dog Training and must be completed to gain certificate.

- practical exercises/projects
- online learning modules

*Information correct at time of publication but subject to change*

# MEM20422 Certificate II in Engineering Pathways

## VET Qualification

Blue Dog Training Pty Ltd 31193

VET

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

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

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc, not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs to be done in a safe manner for each learner and those around them.

The emphasis is on skill development, knowledge and the application of the knowledge in a practical situation.

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Training's qualified trainers and assessors. Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to

face classroom-based training at the school workshop. Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training is responsible for all training and assessment.

## Pathways

In this subject, students have the opportunity to undertake tasks in the area of Engineering which will lead into various occupations in the metal trades and manufacturing industries. Possible apprenticeship career pathways include:

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

## Duration

2 years

## Work Placement

Nil

## Structure

Students will study a range of competencies for this certificate. The successful completion of 12 competencies will see the awarding of the certificate.

Unit	Title	Competency
MEM13015	Work safely and effectively in manufacturing and engineering	Core
MEMPE005	Develop a career plan for the engineering and manufacturing industries	Core
MEMPE006	Undertake a basic engineering project	Core
MSMENV272	Participate in environmentally sustainable work practices	Core
*MEM11011*	Undertake manual handling	Elective
*MEM16006*	Organise and communicate information	Elective
*MEM16008*	Interact with computing technology	Elective
*MEM18001*	Use hand tools	Elective
*MEM18002*	Use power tools/hand held operations	Elective
MEMPE001	Use engineering workshop machines	Elective
MEMPE002	Use electric welding machines	Elective
MEMPE007	Pull apart and re-assemble engineering mechanisms	Elective

### Notes

\* Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

\* Prerequisite units of competency - An asterisk (\*) against a unit of competency code listed above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

## Assessment

Each term students are required to complete practical tasks combined with online learning modules related to specific tasks. These tasks are all approved by Blue Dog Training and must be completed to gain the certificate:

- practical exercises/projects and online learning modules

## Entry Requirements and Eligibility

Year 10 Engineering Studies would be an advantage but is not necessary.

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

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready VET in Schools (VETiS) program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.completing or have already completed a funded VETiS course with another registered training organisation.

Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for service cost = \$1200.

Please refer to the Blue Dog Training Website for information on their refund policy. [https://bluedogtraining.com.au/storage/app/media/pdf\\_documents/policies/Student\\_Fee\\_Refund\\_Policy.pdf](https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf)

More information about this qualification is available at:

<https://training.gov.au/Training/Details/MEM20422>

*Information correct at time of publication but subject to change*

# SIT20322 Certificate II in Hospitality

## VET Qualification

Smart Skill 5710

VET

This qualification provides the basic knowledge and skills to commence a career within in the hospitality industry. You will learn about a variety of topics from working with others, working safely and hygienically, interacting with customers, serving alcohol responsibly, preparing and serving beverages and selected dishes.

### Duration

2 years

### Work Placement

Mandatory - 12 service periods

### Pathways

This course will assist students to gain employment in food and beverage careers in the Hospitality Industry, focussing on front of house positions such as waitressing, restaurant management, bar service, coffee making.

### Structure

Students will study a range of competencies for this certificate. The successful completion of 12 competencies will see the awarding of the certificate.

Unit	Title	Competency
BSBTWK201	Work effectively with others	Core
SITHIND006	Source and use information on the hospitality industry	Core
SITHIND007	Use hospitality skills effectively	Core
SITXCCS011	Interact with customers	Core
SITXCOM007	Show social and cultural sensitivity	Core
SITXWHS005	Participate in safe work practices	Core
SITXFSA005	Use hygienic practices for food safety (*pre-require unit for other competencies)	Elective
SITHCCC024	Prepare and present simple dishes	Elective
SITHFAB021	Provide responsible service of alcohol	Elective
SITHFAB024	Prepare and serve non-alcoholic beverages	Elective
SITHFAB025	Prepare and serve espresso coffee	Elective
SITHFAB027	Serve food and beverage	Elective



## Entry Requirements

There are no entry requirements for this qualification.

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

## Assessment

Assessment may include:

- practical performance – individual and team work activities and excursion reports
- verbal or written questioning checklist
- industry placement for a minimum of 12 shifts (mandatory)
- report from workplace supervisor

*Information correct at time of publication but subject to change*

# SIT20421 Certificate II in Cookery

## VET Qualification

TAFE Queensland 0275

VET

Certificate II in Cookery is a nationally recognised qualification that complies with the Australian Qualification Framework.

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills.

Located on the grounds of Maroochydore State High School, the Coastal Cookery Centre was developed out of a partnership between Burnside SHS, Maroochydore SHS, Nambour SHS, local industry and organisations **to train high quality students in the field of commercial cookery**. The program is designed for those students who have the desire and work ethic to pursue an employment outcome in the Hospitality Industry (Back of House).

Commitment to completion of this Certificate II involves the completion of 12 service periods in the Trade Training Centre and/or workplace. The course will run on Thursdays from 9:00am – 2:30pm (excluding exam blocks).

## Structure

Students will complete 13 units (7 core units + 6 elective units). The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF levels of the qualification.

Unit	Title	Competency
SITHCCC023	Use food preparation equipment	Core
SITHCCC027	Prepare dishes using basic methods of cookery	Core
SITHCCC034	Work effectively in a commercial kitchen	Core
SITHKOP009	Clean kitchen premises and equipment	Core
SITXFSA005	Use hygienic practices for food safety	Core
SITXFSA006	Participate in safe food handling practices	Core
SITXINV006	Receive, store and maintain stock	Core
SITXWHS005	Participate in safe work practices	Elective
SITHCCC025	Prepare and present sandwiches	Elective
SITHCCC028	Prepare appetisers and salads	Elective
SITHCCC026	Package prepared foodstuffs	Elective
SITHCCC024	Prepare and present simple dishes	Elective

## Pathways

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops and institutions such as aged care facilities and hospitals.

**Note:** This course runs from the Trade Training Centre located on the grounds of Maroochydore State High School.

## Duration

1 year

## Work Placement

Mandatory - 12 service periods

Students can participate in a range of functions or their casual employment (Back of House – BOH)

## Entry Requirements

There are no entry requirements for this qualification.

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

## Assessment

Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way.

Evidence gathering methods include:

- direct observation checklist
- product resulting from an activity
- direct verbal or written questioning checklist
- reports from workplace supervisor

*Information correct at time of publication but subject to change*

# AVI30419 Certificate III in Aviation (Remote Pilot)

## VET Qualification

Burnside State High School 30245

VET

Certificate III in Aviation provides a pathway to work in many fields that have an application for the use of drone technology. Remote Pilot is in the Engineering and Related Technologies Field. For more information about this kind of career, you can explore aviation.

### Duration

2 years

### Work Placement

Nil

### Pathways

This qualification can provide pathways to work in industries including film and TV, search and rescue, military, construction management, engineering and design. It can lead to higher education in the form of University degrees in Aviation or Engineering.

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit

[www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance](http://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance)

### Structure

Students will study a range of competencies for this certificate, with the successful completion of 14 competencies will see the awarding of the certificate.

Competencies studied will come from the following available competencies as determined by the current teacher and qualification packaging rules.

Unit	Title	Competency
AVIF0021	Manage human factors in remote pilot aircraft systems operations	Core
AVIH0006	Navigate remote pilot aircraft systems	Core
AVIW0028	Operate and manage remote pilot aircraft systems	Core
AVIW0004	Perform operational inspections on remote operated systems	Core
AVIY0052	Control remote pilot aircraft systems on the ground	Core
AVIY0023	Launch, control and recover a remotely piloted aircraft	Core
AVIY0053	Manage remote pilot aircraft systems energy source requirements	Core
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations	Core
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations	Core
AVIE0003	Operate aeronautical radio	Elective (A)
AVIF0034	Apply aviation work health and safety procedures	Elective (A)
AVIY0027	Operate multi-rotor remote pilot aircraft systems	Elective (B)
AVIW0006	Perform infrastructure inspections using remote operated systems	Elective (C)
AVIY0026	Conduct aerial application operations using remote pilot operated systems	Elective (C)

## Entry Requirements

Operational flight crew are to satisfy General and Aviation English Language Proficiency (ELP) requirements as directed by aviation regulatory authorities.

It is expected that students have completed the Foundation for Senior Drones and Modern Flight subject in Year 10.

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

## Assessment

Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed within 10 projects.

Evidence gathering methods include:

- direct flight observation
- reports and folios of work
- verbal or written questioning
- drone systems build report

*Information correct at time of publication but subject to change*

# SIS30321 Certificate III in Fitness

## VET Qualification

Binnacle Training 31319

VET

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

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

### Skills Acquired

- client screening and health assessment
- planning and instructing fitness programs
- deliver 1-on-1 and group fitness programs
- exercise science and nutrition
- anatomy and physiology

### Structure

Students will participate in the delivery of a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as:

- undertaking client health assessments
- facilitate community fitness programs
- strength and conditioning for athletes and teams
- 1-on-1 and group fitness sessions with male adults, female adults and older adult clients

This program also includes the following:

- first aid qualification and CPR certificate
- a range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer) at another RTO.

### Pathways

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit

[www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance](http://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance)

### Duration

2 years

### Work Placement

Nil

## Entry Requirements

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm/motivation to participate in physical activity sessions.

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

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

Unit	Title	Competency
HLTWHS001	Participate in workplace health and safety	Core
HLTAID011	Provide First Aid	Core
SISXIND011	Maintain sport, fitness and recreation industry knowledge	Elective
SISCCS004	Provide quality service	Elective
BSBSUS211	Participate in sustainable work practices	Elective
BSBOPS304	Deliver and monitor a service to customers	Core
BSBPEF301	Organise personal work priorities	Core
SISFFIT035	Plan group exercise sessions	Core
SISFFIT036	Instruct group exercise sessions	Core
SISFFIT032	Complete pre-exercise screening and service orientation	Core
SISFFIT033	Complete client fitness assessments	Core
SISFFIT052	Provide healthy eating information	Core
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients	Core
SISXEMR003	Respond to emergency situations	Elective
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise	Core

## Assessment

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff). A range of teaching/learning strategies will be used to deliver the competencies. These include:

- practical tasks
- hands-on activities involving participants/clients
- group work
- practical experience within the school sporting programs and fitness facility

Evidence contributing towards competency will be collected throughout the course. All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (approximately 40 hours).

<b>IMPORTANT</b> <b>Program</b> <b>Disclosure</b> <b>Statement (PDS)</b>	<i>Please note this 2026 Course Schedule is current at the time of publishing and should be used as a guide only. This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). Please note that some training and assessment services are delivered by the School (as Third Party) and the PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: <a href="http://www.binnacletraining.com.au/rto">www.binnacletraining.com.au/rto</a></i>
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*Information correct at time of publication but subject to change*

# HLT33115 Certificate III in Health Services Assistance

## HLT23221 Certificate II in Health Support Services

### VET Qualification

Connect 'n' Grow® 40518

VET

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

### Pathways

This qualification may credit toward various Certificate III's including:

- Certificate III Health Support Assistance
- Certificate III Individual Support (Disability and Aged Care)

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate II to contribute towards their ATAR. For further information please visit

[www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance](http://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance)

### Duration

This is a two year course, typically delivered in Year 11 and 12, on site and in partnership with Connect 'n' Grow® to senior school students.

### Work Placement

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability.

Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

### Structure

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment. Students will be expected to attend some incursion days at school on a non-timetabled day where they will be required to work with an Expert Health Trainer to demonstrate specific competencies.



## Certificate II Health Support Services Units (Year 1)

Unit	Title	Competency
HLTWHS001	Participate in workplace health and safety *	Core
BSBINS201	Process and maintain workplace information	Elective
HLTINF006	Apply basic principles and practices of infection prevention and control *	Core
HLTHSS009	Perform general cleaning tasks in a clinical setting	Elective
HLTHSS011	Maintain stock inventory	Elective
CHCCOM005	Communicate and work in health or community services *	Core
BSBOPS203	Deliver a service to customers	Elective
CHCCCS010	Maintain a high standard of service *	Elective
CHCPRP005	Engage with health professionals and the health system *	Elective
CHCDIV001	Work with diverse people *	Core
BSBPEF202	Plan and apply time management	Elective
HLTWHS005	Conduct manual tasks safely	Elective

\* Units credit transferred from Cert II into the Cert III Course units

## Certificate III Health Services Assistance (Year 2)

Unit	Title	Competency
HLTAAP001	Recognise healthy body systems	Core
BSBMED301	Interpret and apply medical terminology	Core
BSBPEF301	Organise personal work priorities	Core
HLTAID011	Provide first aid	Elective
HLTAID009	Provide cardiopulmonary resuscitation	Elective
HLTAID010	Provide basic emergency life support	Elective
CHCINM002	Meet community information needs	Elective
CHCCCS009	Facilitate responsible behaviour	Elective
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	Elective

## Entry Requirements

There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.

International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator or Connect 'n' Grow® for further information.

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

## Assessment

Assessment is competency-based learning allowing students to receive feedback and re-attempt assessment tasks.

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face training
- observations
- folios of work
- questionnaires
- online learning
- written and practical tasks

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

*Information correct at time of publication but subject to change*

# CUA30920 Certificate III in Music

## VET Qualification

Burnside State High School 30245

VET

The course is studied over a period of four (4) semesters in Years 11 and 12. Students will be supplied with a student study guide and assessment outline giving details of all assessment items and lessons.

Music has attributes that help students gain many skills in their creative, academic and social development. This course allows students to develop a multiplicity of skills through the following experiences:

- learning and developing skills on a musical instrument
- developing and updating knowledge related to the contemporary music industry
- communicating and expressing musical ideas through song writing
- learning and developing performance skills
- developing safety awareness in the music industry
- expanding musical knowledge through listening
- recording own songs/compositions in a studio environment
- studying career opportunities in music
- developing and promoting their own image
- appreciating the relationship between music and technology

## Structure

Students will study a range of competencies for this certificate.

Unit	Title	Competency
CUACMP311	Implement copyright arrangements	Core
CUAIND313	Work effectively in the music industry	Core
CUAIND314	Plan a career in the creative arts industry	Core
CUAMCP311	Create simple musical compositions	Elective
CUAMCP313	Create simple musical pieces using music technology	Elective
CUAMPF212	Incorporate music technology into performance	Elective
CUAMPF213	Perform simple repertoire in ensembles	Elective
CUAMPF311	Develop technical skills in performance	Elective
CUAMPF312	Prepare for musical performances	Elective
CUAMPF313	Contribute to backup accompaniment as part of a group	Elective
CUAMPF314	Make music demos	Elective

## Pathways

Composer, performer, classroom music teacher, private instrumental teacher, sound engineer (live sound), studio engineer, artistic administrator, music journalist, musicologist

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit

[www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance](http://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance)

## Duration

2 years

## Work Placement

Nil

## Entry Requirements

Prior to enrolment students must be able to demonstrate one or more of the following:

- experience in classroom or instrumental music
- undertaken music as a subject in junior school
- extra-curricular experience in music outside of school
- completed Certificate II in Creative Industries (Music)

## Assessment

Assessment for the course is outlined in the student study guide and assessment outline booklet. Methods of assessment will vary with each module and may include:

- practical assignments
- formal tests
- written assignments
- homework tasks
- oral presentations
- online tests
- log book
- performances
- recordings

N.B. If a student joins the course after it has commenced they will only be partly credited.

*Information correct at time of publication but subject to change*