ALBANY CREEK STATE HIGH SCHOOL

2026

YEAR 11 & 12

CURRICULUM COURSE GUIDE

Contents

The *Curriculum Course Guide – Years 11 and 12* provides general information about the pathways available to students entering Year 11 and 12, as well as specific information about the course content in each of the subjects offered. The wide range of subjects available to students is indicative of our commitment to engaging students in their senior phase of learning as well as catering for a range of learning needs.

It is important that students take the time to read through the introductory pages which provide guidelines with respect to selecting subjects. Choices should be guided by interest, ability, recent academic results and future career pathways. Particular attention should be paid to the necessary pre-requisites for entry into Senior courses.

The senior studies program is designed so that all students select six subjects or courses of study. This may include General and Applied subjects, University Subjects, school-based traineeships and apprenticeships, external vocational study, short courses and employment related programs. Assistance in selecting subjects will be provided to all students through the Student Education Training Plan (SET Plan) process.

All students must attend their SET Plan interviews in order for subject choices to be made.

Throughout each semester, students will be required to complete all assessment tasks and maintain high levels of attendance in order to receive credit for their subjects. We encourage students to select subjects wisely ensuring that choices enable them to meet career and personal goals, provide academic challenge and experiences necessary for your future success.

Derek Weeks

Principal

SCHOOL INFORMATION

Office Hours	8:00am to 4:00pm
Location	Albany Forest Drive, Albany Creek
Postal Address	PO Box 40, Albany Creek 4035
Telephone Number	3325 6333
Student Absence Number	3325 6360
Fax Number	3325 6300
Enrolment Email	enrolments@albanycreekshs.eq.edu.au
Email	principal@albanycreekshs.eq.edu.au
Web Address	www.albanycreekshs.eq.edu.au
Absences Email	studentabsence@albanycreekshs.eq.edu.au

At Albany Creek State High School, we believe that every member of our school community has a right to develop socially, emotionally and intellectually in a safe and supportive school environment. We believe that in respecting the rights of others, in enhancing confidence and esteem and by maintaining a safe and healthy environment, all learners will be supported in their educational progress and have opportunities for individual success.

OUR VISION

INNOVATIVE THINKERS
SUCCESSFUL LEARNERS
CONNECTED COMMUNITY

OUR MOTTO

KNOWLEDGE
PRIDE
TOLERANCE

OUR VALUES

INTEGRITY
CREATIVITY
COURAGE
CONTRIBUTION

These values drive and influence all our decisions.

- We provide a quality learning environment that meets diverse student and community needs
- We deliver quality teaching and professional development in all learning areas by promoting a community of learners
- We develop and embed a student centred learning framework within a futures orientated curriculum
- Resulting in maximising student potential, self-worth and personal growth

KEY PERSONNEL 2026 – SENIOR SECONDARY

Executive Team	Staff Member	Telephone
Principal	Derek Weeks	3325 6333
Deputy Principal - *Year 7*		3325 6333
Deputy Principal - *Year 8*		3325 6333
Deputy Principal –*Year 9*		3325 6333
Deputy Principal –*Year 10*		3325 6333
Deputy Principal – *Year 11*		3325 6333
Deputy Principal – *Year 12*		3325 6333
Year Level Coordinators		
Year 10 Coordinator		3325 6333
Year 11 Coordinator		3325 6333
Year 12 Coordinator		3325 6333
Head of Student Services		
Year 11 and Year 12	Luke Martin	3325 6370
Heads of Department		
English	Jessica McKinnon	3325 6388
Mathematics	Jane Irvin	3325 6334
Science	Kate Box	3325 6318
Humanities	Joe Daniels	3325 6384
Health and Physical Education / Sport	Adam Nicholson	3325 6372
Industrial Design and Technology	Alison Read-Marczak	3325 6379
Applied Technology	Natascha Counsell	3325 6357
The Arts & Programs of Excellence	Deb Ruellan	3325 6396
Information Technology, Business and Languages	Sue Swan	3325 6348
Subject Area Coordinators		
Program of Excellence - Football	Kevin Swadling	3325 6374
Program of Excellence - Dance	Jayne Fien	3325 6398
Program of Excellence – Music	Marian Coe	3325 6398
Program of Excellence – Visual Art	Deb Ruellan	3325 6356
Program of Excellence – Media Arts	Deb Ruellan	3325 6356
Student Support and Services		
Guidance Officer – Years 8, 10 & 12	Chloe Tarr	3325 6305
Guidance Officer – Years 7, 9 & 11	Lindsay Bartlett	3325 6304
Social Worker	Jessica Hornby	3325 6394
School Based Youth Health Nurse	Emma McNaughton	3325 6321
School Chaplain	David Hockey	3325 6328
Defence Transition Mentor	Beck Smith	3325 6383
Uniform Shop	Tuesday and Thursday 8.00 am -10.30 am	3325 6368

GLOSSARY OF TERMS

ATAR: **THE AUSTRALIAN TERTIARY ADMISSION RANK**: is the primary criterion for entry into most undergraduate-entry university programs in Australia. It was gradually introduced during 2009 and 2010 to replace the Universities Admission Index, Equivalent National Tertiary Entrance Rank and Tertiary Entrance Rank. The first Queensland students to receive an ATAR instead of an OP graduated from Year 12 in 2021.

COMPULSORY PARTICIPATION PHASE: When a young person completes Year 10 or turns 16, they enter the compulsory participation phase of learning. During this phase they must participate in an eligible option (approved education or training, paid employment or a combination of approved education, training and paid employment) for a further two years.

LEARNING ACCOUNT: The Learning Account is opened for each student with the Queensland Curriculum and Assessment Authority QCAA and records all learning achievements earned by the student during their Senior Phase of Learning. The achievements of students at school will be recorded by the school in their Learning Account. Achievements by students through other learning providers such as TAFE or accredited groups such as the Australian Music Examination Board (AMEB) will be recorded directly by those providers into the student's Learning Account with QCAA.

LUI: LEARNERS UNIQUE IDENTIFIER: The Learners Unique Identifier (LUI) is the Learning Account registration number and password which identifies each student in the Senior Phase of Learning with the QCAA. Students are able to use their LUI to access their own Learning Account with the QCAA as well as access a range of helpful websites relevant to their learning and their future study and career paths.

QCAA: QUEENSLAND CURRICULUM AND ASSESSMENT AUTHORITY: QCAA issues the Senior Education Profile showing a student's subject results.

QTAC: QUEENSLAND TERTIARY ADMISSIONS CENTRE: QTAC is responsible for the calculation of ATAR. This organization also handles tertiary-entrance applications on behalf of tertiary institutions. If a student wants to apply for a tertiary course, they do so through QTAC for most courses.

QCE: QUEENSLAND CERTIFICATE OF EDUCATION: The QCE will be awarded to all students completing the requirements. The QCE is Queensland's senior schooling qualification. It is internationally recognised and offers flexibility in what is learnt, as well as where and when learning occurs.

QCIA: QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT: The QCIA recognises the achievements of students who are on highly individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socio-economic, cultural or linguistic factors. The QCIA is an official record that students have completed at least twelve years of education and provides students with a summary of their knowledge and skills that they can present to employers and training providers.

SAT: **SCHOOL-BASED APPRENTICESHIP and TRAINEESHIP:** If a student takes up a SAT, their week could include school classes, time working with an employer and/or time with a trainer.

SET: SENIOR EDUCATION AND TRAINING PLANS: A SET Plan will be worked through with all Year 10 students to ensure that all students are either "Learning or Earning" in the years immediately after the compulsory years of schooling. The aim of the SET Plan is to set out student's planned courses of education and training through the Senior Phase of Learning. While the plans will help students decide on their course of study after Year 10, they will still be flexible enough to allow students to make changes when and if needed.

SEP: SENIOR EDUCATION PROFILE: At the end of Year 12, all school students will receive a Senior Education Profile which will list all their learning achievements at school.

TAFE: **TECHNICAL AND FURTHER EDUCATION:** is part of the tertiary education sector which provides vocational education and training at certificate and diploma levels.

USI: UNIQUE STUDENT IDENTIFIER: From 1 January 2015, all students doing nationally recognised training need to have a Unique Student Identifier (USI). This includes students doing Vocational Education Training (VET) in schools, at TAFE or through a traineeship or apprenticeship.

VET: VOCATIONAL EDUCATION AND TRAINING: VET is a national system designed to skill workers to work in particular industries eg. Business, childcare, computers and multimedia, hospitality, retail and creative arts. VET opportunities are available through school subjects, TAFE or school-based traineeships and apprenticeships.

HOW DOES THE QCE WORK?

To receive a QCE, you must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

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.

Set amount

20 credits from contributing courses of study, including:

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

Set pattern

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

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

Set standard

Satisfactory completion, gradeof C or better, competency or qualification completion, passor equivalent

Literacy & numeracy

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

WHAT CAN I STUDY?

The QCE lets you choose from a wide range of subjects and course. There are three categories of learning – Core, Preparatory and Complementary – and some subjects and course are worth more credit than others. The table below lists the types of courses, their QCE category, credit values and Australian Tertiary Admission Rank (ATAR) eligibility.

Course type	QCE category	QCE credit	ATAR
General subjects General subjects primarily prepare you for tertiary study, further education and training and work.	**Core**	Up to 4 per course	**All subjects may contribute**
Applied subjects Applied subjects focus on practical skills and prepare you for work.	**Core**	Up to 4 per course	**Only 1 may contribute** when combined with 4 General subjects
Short courses Short courses provide a foundation for further learning in a range of areas.	**Preparatory or Complementary** depending on course	1 per course	**Short courses do not contribute**
Vocational education and training VET qualifications develop your skills and get you ready for work through practical learning. VET can lead to further education and training.	**Core, Preparatory or Complementary** depending on course	Up to 8 per course	**Only 1 may contribute** at Certificate III or higher, when combined with 4 General subjects
Other courses Other courses allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school.	**Core, Preparatory or Complementary** depending on course	As recognised by the QCAA	**Check with QTAC** depends on course

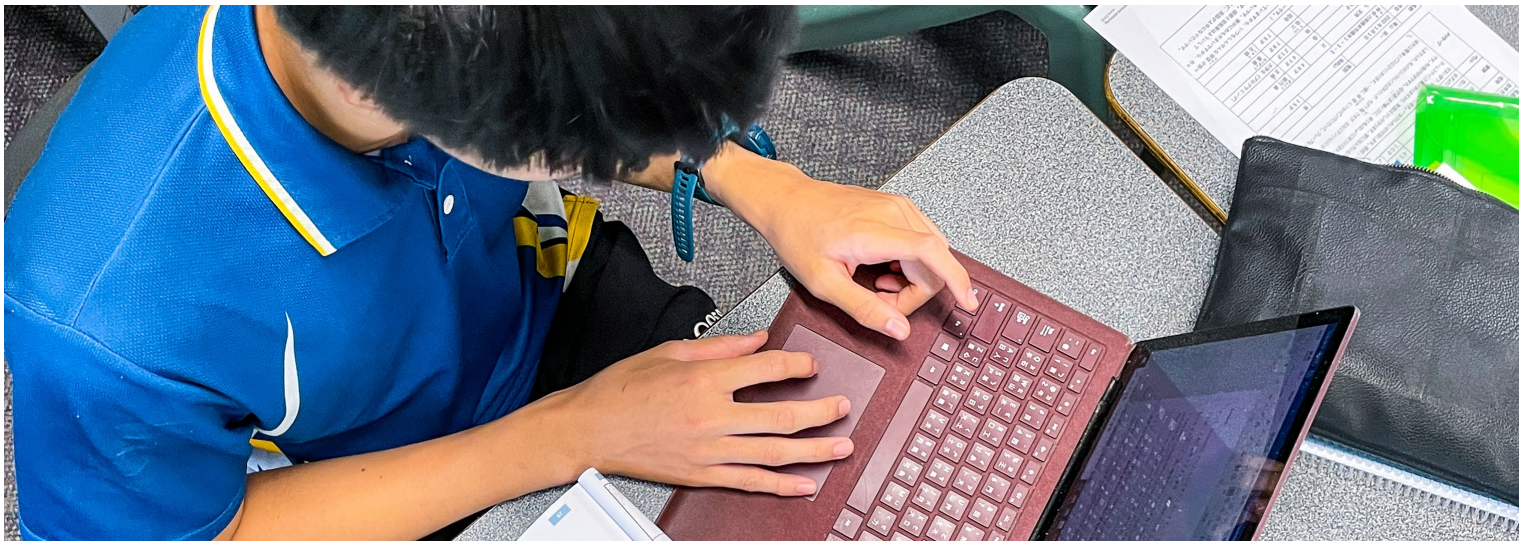
Example Pathway Plans

Direct entry to University – ATAR
Students planning on seeking direct entrance to university via an ATAR are recommended to choose at least 5 general subjects and may also choose an applied or essential subject, or choose a Certificate III course or higher, delivered on campus at Albany Creek SHS. ATARs are calculated based on a student's five best scaled results. Therefore, it is important to have a minimum of five general subjects to have the best chance of achieving the ATAR required to gain entry into university. Students undertaking this pathway will have a focus on academic achievement in the courses they study and it is not recommended they undertake courses that require them to be off campus during the school day.

Alternative entry to Tertiary Studies – Certificate III or Higher
Students planning on seeking entry to university via a rank by achieving a Certificate III or higher are recommended to study up to 3 general subjects plus a Certificate III, IV or Diploma. Students choosing this pathway need to research the entry requirements to University and TAFE courses to ensure this pathway allows them entry into the courses they are intending on apply for at the end of Year 12. Students should study general subjects to meet university pre-requisites and recommendations such as English, Science, Mathematics or other subjects to meet entry requirements to courses and institutions.

Entry into the TAFE, Apprenticeships and Work
Students seeking entry into the workforce, TAFE, Traineeships and Apprenticeships directly after Year 12, should choose a course consisting of predominately Applied, Essential or Certificate courses. Students may choose 1 or 2 General subjects that are recommended or align to the industry they are seeking. For example, it is recommended that students entering the electrical trades have a background in General Mathematics. Students choosing this pathway may also choose courses that require them to be off campus during the school week such as TAFE courses and School Based Apprenticeship or Traineeships with the understanding that they will need to catch up on school work they have missed. Students choosing off campus courses may have a clash between their course and assessment at Albany Creek SHS and will need to ensure they meet assessment policy requirements.

Example 1 **Direct entry to University – ATAR**	**Example 2** **Alternative entry to Tertiary Studies – Certificate III or Higher**	**Example 3** **Entry into the TAFE, Apprenticeships and Work**
English	Essential English	Essential English
Mathematical Methods	General Mathematics	General Mathematics
Accounting	Certificate III Health Support Services	Certificate III Sport, Aquatics and Recreation
Modern History	Visual Arts in Practice	Science in Practice
Chemistry	Health	Engineering Skills
Dance	Sport and Recreation	SAT Certificate III in Carpentry 30% of certificate completed whilst at school



ASSESSMENT AND RESULTS

How you will be assessed in Years 11 and 12 depends on what you study:

QCAA General subjects

General subjects have three internal assessments (set and marked by schools) and one external assessment (set and marked by the QCAA). In most subjects, the external assessment contributes 25% to the final subject result. In Mathematics and Science subjects, the external assessment contributes 50%. Students in each subject will sit the external assessments at the same time in schools across Queensland.

QCAA Applied subjects

Applied subjects have four internal assessments (set and marked by schools). In Essential English and Essential Mathematics, one of the assessments is a common internal assessment (set by the QCAA and marked by schools). There is no external assessment in Applied subjects.

QCAA Short Courses

Short Courses have two internal assessments (set and marked by schools).

VET

VET assessment varies, depending on the type of course. It may include observation, written assessment, questioning, work samples or third-party feedback.

Other courses

Assessment in other courses varies, depending on the course.

Access arrangements and reasonable adjustments

Access arrangements and reasonable adjustments (AARA) are for students who may have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. If you may need AARA to complete assessments, contact the school.

Results and reporting

Your final subject results and QCE can be accessed in the Student Portal via the myQCE website in December — at the end of Year 12. You will need your 10-digit LUI to access the Student Portal.

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TERTIARY ENTRANCE

ATAR

The Australian Tertiary Admission Rank (ATAR) will be used to select school leavers for tertiary entrance from 2020. It is used nationally and indicates a student's position relative to other ATAR-eligible students.

If you intend to go to university, your school can help you plan your senior studies to meet ATAR eligibility requirements and the QCE requirements.

The Queensland Tertiary Admissions Centre (QTAC) will calculate ATARs for students at the end of Year 12. QTAC will calculate your ATAR based on a student's:

- best five General subjects, or
- best four General subjects, plus one Applied subject, or
- best four General subjects, plus one VET qualification at Certificate III or above.

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.

In addition, the following subject combination rules apply:

- only General English subjects or Applied English subjects can be included in the ATAR, but not both
- only General mathematics subjects or Essential Mathematics can be included in the ATAR, but not both
- if you complete the same Language subject (eg Chinese) as both an internally-assessed subject and a Senior External Examination, only one result can be included in your ATAR.

You will find more information on QTAC's website.

Other tertiary entrance pathways

Each university has its own policies regarding school leavers without an ATAR.

If you are not eligible for an ATAR but wish to gain entry to a tertiary course, check with QTAC and/or the relevant university. Depending on the university, you may be able to gain entry with other qualifications.

The Albany Creek State High School Guidance Officers can also help you understand the different tertiary entrance pathways and the best options for you.

FAQs

I don't know what I want to do after Year 12. What subjects should I study?

If you are not sure what you want to do after Year 12, choose subjects you like or have an interest in, and in which you are likely to do well.

The myQCE website has lots of information and resources that may help you with your career pathway planning.

I want to do further study after Year 12. Which subjects should I take?

If you intend to do further study after completing Year 12, you should check how students are selected for your preferred course/s. You need to ensure you choose subjects that fulfil the prerequisites for the course/s you are considering. You should then choose subjects that interest you and in which you are likely to do well.

Albany Creek State High School can help you to plan your senior studies to ensure you meet eligibility requirements, subject prerequisites, and other course entry requirements.

I enjoy VET subjects. What if I decide to do further study after Year 12?

If you complete an AQF Certificate III or higher-level VET qualification while at school, you may be able to use this as the basis of admission to a higher education course. You may also be given credit at TAFE for units of competency or qualifications you have completed during Years 11 and 12.

I want to start a school-based traineeship/ apprenticeship. What can I do when I leave Year 12?

School-based apprenticeships are unlikely to be completed while at school. If you start one, you may complete it as a full-time or part-time apprenticeship after Year 12. Once you have completed your training, you may use the apprenticeship to enter the workforce or continue with further study.

If you complete a school-based traineeship at school, you may use it to enter the workforce or continue with further study after Year 12.

The school guidance officer can help you understand school-based traineeships/ apprenticeships and help you investigate the best options for you.

I want to get a job after Year 12. Can I return to study later?

If you enter the workforce after completing Year 12, you can return to further study at any time. To be eligible for a course, you must have successfully completed any prerequisite subjects.

If you do not meet prerequisite subjects based on your senior school subjects, there may be other learning options that the institutions and courses you are applying to accept as equivalent.

Tertiary institutions welcome applications from mature age and other applicants who are not seeking entry to tertiary courses immediately following Year 12.

If you have one, your ATAR from senior schooling will still be relevant, and for many institutions so will other qualifications and experiences you have gained since leaving school.

Contact QTAC or the institution you are seeking entry to for specific advice, including upgrading pathways.

Senior Education Profile

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

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

For more information about the SEP see https://www.qcaa.qld.edu.au/senior.

Senior Statement

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

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

Queensland Certificate of Education (QCE)

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

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 https://www.qcaa.qld.edu.au/senior/subjects-from-2024/syllabuses and, for Senior External Examinations, www.qcaa.qld.edu.au/senior/see

Applied and Applied (Essential) syllabuses

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

General syllabuses

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

General (Extension) syllabuses

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

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

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

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

Short Course syllabuses

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

For more information about the ACSF see www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework.

Underpinning factors

All senior syllabuses are underpinned by:

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

Applied and Applied (Essential) syllabuses

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts

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

General syllabuses and Short Course syllabuses

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

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

Applied and Applied (Essential) syllabuses

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

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

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

Course structure

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

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

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

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

Curriculum

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

Schools have autonomy to decide:

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

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

Assessment

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

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

Schools have autonomy to decide:

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

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

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

Essential English and Essential Mathematics — Common internal assessment

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

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

- developed by the QCAA
- common to all schools

- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.
- The CIA is not privileged over the other summative internal assessment.

Summative internal assessment — instrument-specific standards

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

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

General syllabuses

Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

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

External assessment

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

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

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

General (Extension) syllabuses

Course overview

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

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

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

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

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

Assessment

Units 3 and 4 assessments

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

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

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

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:

- 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.

Prerequisites For Success in Senior Subjects

Prerequisites are requirements from each faculty for the successful completion of the subject. Student must complete a Preparation Course to a C level of achievement to be eligible to select the corresponding Senior Subject. (IE, a C in Year 10 General Chemistry Preparation Course is required to study General Chemistry in Year 11).
If students have not completed the Preparation Course in Year 10, enrolments into Year 11 subjects will be considered on an individual basis. In conjunction, please refer to the 2026 Year 11 Additional Costs document.

Senior Subject	Prerequisite
Accounting	C in Year 10 General Accounting and Business Preparation Course
Ancient History	C in Year 10 General History Preparation Course
Biology	C in Year 10 General Biology Preparation Course
Business	C in Year 10 General Accounting and Business Preparation Course
Chemistry	C in Year 10 General Chemistry Preparation Course
Dance	C in Year 10 General Dance Preparation Course
Design	C in Year 10 General Design Preparation Course
Digital Solutions	C in Year 10 General Digital Solutions Preparation Course
Drama	C in Year 10 a General English Preparation Course
Engineering	C in Year 10 General Engineering Technology Preparation Course
English	C in Year 10 General English Preparation Course
Film, Television & New Media	C in Year 10 General Film, Television & New Media Preparation Course
Food and Nutrition	C in Year 10 General Food and Nutrition Preparation Course
General Mathematics	C in Year 10 a General Mathematics and Essential Mathematics Preparation Course
Geography	C in Year 10 General Geography Preparation Course
Health	C in Year 10 General Health and Physical Education Preparation Course
Japanese	C in Year 10 General Japanese Preparation Course
Legal Studies	C in Year 10 General Legal Studies Preparation Course
Literature	C in Year 10 General Literature Preparation Course
Mathematical Methods	C in Year 10 General Mathematical Methods and Specialist Mathematics Preparation Course
Modern History	C in Year 10 General History Preparation Course
Music	C in Year 10 General Music Preparation Course
Physical Education	C in Year 10 General Health and Physical Education Preparation Course
Physics	C in Year 10 General Physics Preparation Course
Psychology	C in Year 10 General Psychology Preparation Course
Specialist Mathematics	C in Year 10 General Mathematical Methods and Specialist Mathematics Preparation Course
Visual Art	C in Year 10 General Visual Art Preparation Course
Diploma of Business	C in Year 10 General English Preparation Course and General Mathematics Preparation courses

QCAA Senior Syllabuses

ALBANY CREEK STATE HIGH SCHOOL – 2026 CURRICULUM MAP							
LEARNING AREA		**7**	**8**	**9**	**10**	**11**	**12**
WAVE	TORCH ENRICHMENT PROGRAM	Wellbeing & Values Education	Wellbeing & Values Education	Wellbeing & Values Education	Wellbeing & Values Education	Wellbeing & Values Education	Wellbeing & Values Education
ENGLISH		English	English	English	Essential English Preparation	*Essential English*	*Essential English*
			English Extension*	English Extension*	General English Preparation	**English**	**English**
					General Literature Preparation	**Literature**	**Literature**
							English & Literature Extension
						Literacy Short Course*	Literacy Short Course*
MATHEMATICS		Mathematics	Mathematics	Mathematics	Essential Mathematics Preparation	*Essential Mathematics*	*Essential Mathematics*
					General Mathematics Preparation	**General Mathematics**	**General Mathematics**
			Mathematics Extension*	Mathematics Extension*	General Mathematical Methods & Specialist Mathematics Preparation	**Mathematical Methods**	**Mathematical Methods**
						Specialist Mathematics	**Specialist Mathematics**
					Numeracy Short Course*		
SCIENCE		Science	Science	Science	Science in Practice Preparation	*Science in Practice*	*Science in Practice*
			Science Extension*	Science Extension*	General Biology Preparation	**Biology**	**Biology**
					General Chemistry Preparation	**Chemistry**	**Chemistry**
					General Physics Preparation	**Physics**	**Physics**
					General Psychology Preparation	**Psychology**	**Psychology**

HUMANITIES		History	History	Legal Studies	General Legal Studies Preparation	**Legal Studies**	**Legal Studies**
		Geography	Geography	Geography	General Geography/Tourism Preparation	**Geography**	**Geography**
		Legal Studies	Legal Studies	History	General History Preparation	**Ancient History**	**Ancient History**
						Modern History	**Modern History**
					Humanities/Tourism Preparation	*Social and Community Studies*	*Social and Community Studies*
						Certificate III Tourism	Certificate III Tourism
HPE	Health and Physical Education	Health and Physical Education	Health and Physical Education	Sport & Recreation Preparation	*Sport and Recreation*	*Sport and Recreation*	
				General Health and Physical Education Preparation	**Health**	**Health**	
					Physical Education	**Physical Education**	
	Program of Excellence – Football*	Program of Excellence – Football*	Program of Excellence – Football*	Program of Excellence – Football*	Certificate III Fitness	Certificate III Fitness	
					Certificate III in Health Services Assistance	Certificate III in Health Services Assistance	
LANGUAGES	Japanese	Japanese	Japanese	General Japanese Preparation	**Japanese**	**Japanese**	
INFORMATION TECHNOLOGY	Digital Technologies (embedded in Science)	Digital Technologies	Digital Technologies	General Digital Solutions Preparation	**Digital Solutions**	**Digital Solutions**	
				Information & Communication Technology Preparation	Certificate III Information Technology	Certificate III Information Technology	
APPLIED TECHNOLOGY	Food and Fibre Production	Food and Fibre Production	Food and Fibre Production Fashion	General Food & Nutrition Preparation	**Food and Nutrition**	**Food and Nutrition**	
				Hospitality Practices Preparation	Certificate II Hospitality	Certificate II Hospitality	
					Hospitality Practices	*Hospitality Practices*	
					Certificate III in Early Childhood Education and Care	Certificate III in Early Childhood Education and Care	
					Engineering	**Engineering**	

INDUSTRIAL DESIGN AND TECHNOLOGY	Materials and Technologies Specialisations	Materials and Technologies Specialisations	Materials and Technologies Specialisations	General Engineering Technology Preparation	*Engineering Skills*	*Engineering Skills*
					Furnishing Skills	*Furnishing Skills*
			Design and Technologies	General Design Preparation	**Design**	**Design**
				Materials and Technologies Specialisations	*Industrial Graphics Skills*	*Industrial Graphics Skills*
BUSINESS	Economics and Business	Economics and Business	Economics and Business	General Accounting Preparation	**Accounting**	**Accounting**
				General Business Preparation	**Business**	**Business**
				Business Studies Preparation	Diploma of Business	Diploma of Business
					Certificate III Business	Certificate III Business
THE ARTS	Dance	Dance	Dance	General Dance Preparation	**Dance**	**Dance**
					Certificate III/IV Elite Dance Performance	Certificate III/IV Elite Dance Performance
	Drama	Drama	Drama	General Drama Preparation	**Drama**	**Drama**
	Music	Music	Music	General Music Preparation	**Music**	**Music**
	Visual Arts	Visual Arts	Visual Arts	General Visual Art Preparation	**Visual Art**	**Visual Art**
					Visual Arts in Practice	*Visual Arts in Practice*
	Media Arts	Media Arts	Media Arts	General Film, Television & New Media Preparation	**Film, Television and New Media**	**Film, Television and New Media**
				The Arts Production and Performance Preparation	*Media Arts in Practice*	*Media Arts in Practice*
^ Subject offered as both Program of Excellence – Football and stand-alone subject * By application/ invitation only **General Subject** *Applied Subject*				Career Education Short Course		

English

General senior subject

General

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:

1. Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations.
2. Establish and maintain roles of the writer/speaker/designer and relationships with audiences.
3. Create and analyse perspectives and representations of concepts, identities, times and places.
4. Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions.
5. Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts.
6. Select and synthesise subject matter to support perspectives.
7. Organise and sequence subject matter to achieve particular purposes.
8. Use cohesive devices to emphasise ideas and connect parts of texts.
9. Make language choices for particular purposes and contexts.
10. Use grammar and language structures for particular purposes.
11. Use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Texts and culture** • Texts in contexts • Language and textual analysis • Responding to and creating texts	**Textual connections** • Conversations about issues in texts • Conversations about concepts in texts	**Close study of literary texts** • Creative responses to literary texts • Critical responses to literary texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response — spoken persuasive response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — written response for a public audience	25%	Summative external assessment (EA): • Examination — analytical written response	25%

Prerequisites

In order to succeed in this subject, a C in the Year 10 General English Preparation Course is required.

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:

1. Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
2. Establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
3. Create and analyse perspectives and representations of concepts, identities, times and places
4. Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
5. Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
6. Select and synthesise subject matter to support perspectives
7. Organise and sequence subject matter to achieve particular purposes
8. Use cohesive devices to emphasise ideas and connect parts of texts
9. Make language choices for particular purposes and contexts
10. Use grammar and language structures for particular purposes
11. Use mode-appropriate features to achieve particular purposes.

Structure

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

Assessment

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

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

Summative assessments

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

Prerequisites

In order to succeed in this subject, a C in the Year 10 General Literature Preparation Course is required.

English & Literature Extension

General senior subject - Year 12 subject only in conjunction with General English or Literature

General

English & Literature Extension is an extension of both the English (2025) and the Literature (2025) 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:

1. Demonstrate understanding of literary texts studied to develop interpretation/s
2. Demonstrate understanding of different theoretical approaches to exploring meaning in texts
3. Demonstrate understanding of the relationships among theoretical approaches
4. Apply different theoretical approaches to literary texts to develop and examine interpretations
5. Analyse how different genres, structures and textual features of literary texts support different interpretations
6. Use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
7. Use textual features in extended analytical responses to create desired effects for specific audiences
8. Evaluate theoretical approaches used to explore different interpretations of literary texts
9. Evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
10. 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
Ways of reading • Readings and defences • Defence of a complex transformation	**Exploration and evaluation** • Extended academic research paper • Theorised exploration of texts

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): • Reading and defence	20%	Summative internal assessment 3 (IA3): • Academic research paper	35%
Summative internal assessment 2 (IA2): • Defence of a complex transformation	20%	Summative external assessment (EA): • Examination — extended response	25%

Prerequisites

The offer to study English and Literature Extension in Year 12 will be based upon review of students' academic portfolios from Year 11 English or Literature.

Essential English

Applied senior subject

Applied

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:

1. Use patterns and conventions of genres to achieve particular purposes and audiences.
2. Use appropriate roles and relationships with audiences.
3. Construct and explain representations of identities, places, events and/or concepts.
4. Make use of and explain opinions and/or ideas in texts, according to purpose.
5. Explain how language features and text structures shape meaning and invite particular responses.
6. Select and use subject matter to support perspectives.
7. Sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts.
8. Make language choices according to register informed by purpose, audience and context.
9. Use mode-appropriate language features to achieve particular purposes across modes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding texts • Creating texts	**Texts and human experiences** • Responding texts • Creating texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

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

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

Summative assessments

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

Prerequisites

Nil

Literacy
Short Course

Short Course

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

Pathways

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

Objectives

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

1. evaluate and integrate information and ideas to construct meaning from texts and text types
2. select and apply reading strategies that are appropriate to purpose and text type
3. communicate relationships between ideas and information in a style appropriate to audience and purpose
4. select vocabulary, grammatical structures and conventions that are appropriate to the text
5. select and use appropriate strategies to establish and maintain spoken communication
6. derive meaning from a range of oral texts
7. plan, implement and adjust processes to achieve learning outcomes
8. apply learning strategies.

Eligibility

Students in Years 10, 11 and 12 may access this course. Successful completion of this course will provide a literacy tick towards a student's QCE.

Structure and assessment

Schools develop two assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: • an extended response — written (Internal assessment 1A) • a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: • an extended response — short response (Internal assessment 2A) • a reading comprehension task (Internal assessment 2B).

General Mathematics

General senior subject

General

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:

1. Recall mathematical knowledge.
2. Use mathematical knowledge.
3. Communicate mathematical knowledge.
4. Evaluate the reasonableness of solutions.
5. Justify procedures and decisions.
6. Solve mathematical problems.

Structure

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

Assessment

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

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

Summative assessments

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

Prerequisites

In order to succeed in this subject, a C in a Year 10 General Mathematics Preparation Course is required.

Mathematical Methods

General senior subject

General

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.

Objectives

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

1. Recall mathematical knowledge.
2. Use mathematical knowledge.
3. Communicate mathematical knowledge.
4. Evaluate the reasonableness of solutions.
5. Justify procedures and decisions.
6. Solve mathematical problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables.	**Further calculus, trigonometry and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

Assessment

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

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

Summative assessments

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

Prerequisites

In order to succeed in this subject, a C in the Year 10 General Mathematical Methods and Specialist Mathematics Preparation Course is required.

Specialist Mathematics

General senior subject

General

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:

1. Recall mathematical knowledge.
2. Use mathematical knowledge.
3. Communicate mathematical knowledge.
4. Evaluate the reasonableness of solutions.
5. Justify procedures and decisions.
6. 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
Combinatorics, proof, vectors and matrices • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices	**Complex numbers, further proof, trigonometry, functions and transformations** • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations	**Further complex numbers, proof, vectors and matrices** • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices	**Further statistical and calculus inference** • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference

Assessment

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

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

Summative assessments

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

Prerequisites

In order to succeed in this subject, a C in the Year 10 General Mathematical Methods and Specialist Mathematics Preparation Course is required.

Essential Mathematics

Applied senior subject

Applied

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:

1. Recall mathematical knowledge.
2. Use mathematical knowledge.
3. Communicate mathematical knowledge.
4. Evaluate the reasonableness of solutions.
5. Justify procedures and decisions.
6. Solve mathematical problems.

Structure

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

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination – short response

Prerequisites

Nil

Food & Nutrition

General senior subject

General

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system. Students will actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Food & Nutrition is a developmental course of study. In Unit 1, students develop an understanding of the chemical and functional properties of vitamins, minerals and protein-based food, as well as sensory profiling, food safety, spoilage and preservation. In Unit 2, students explore consumer food drivers, sensory profiling, labelling and food safety, and the development of food formulations. In Unit 3, students develop knowledge about the chemical, functional and sensory properties of carbohydrate- and fat-based food, and food safety, food preservation techniques and spoilage. In Unit 4, students focus on the investigation of problems for nutrition consumer markets and develop solutions for these while improving safety, nutrition, transparency and accessibility, as well as considering the wider impacts and implications of solutions.

Using a problem-solving process in Food and Nutrition, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students learn to explore complex, open-ended problems and develop food and nutrition solutions. They recognise and describe problems, determine solution success criteria, develop and communicate ideas and generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their food and nutrition solutions. The problem-based learning framework in Food and Nutrition encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Pathways

In Food & Nutrition, students learn transferable 21st century skills that support their aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Students become adaptable and resilient through their problem-solving learning experiences. These skills enable students to innovate and collaborate with people in the fields of science, technology, engineering and health to create solutions to contemporary problems in food and nutrition.

Objectives

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

1. Recognise and describe food and nutrition facts and principles.
2. Explain food and nutrition ideas and problems.
3. Analyse problems, information and data.
4. Determine solution requirements and criteria.
5. Synthesise information and data.
6. Generate solutions to provide data to determine the feasibility of the solution.

7. Evaluate and refine ideas and solutions to make justified recommendations for enhancement.
8. Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

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

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

Prerequisites

In order to succeed in this subject, a C in the Year 10 General Food and Nutrition Preparation Course is required.

Hospitality Practices

Applied senior subject

Applied

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

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

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

1. Demonstrate practices, skills and processes
2. Interpret briefs
3. Select practices, skills and procedures
4. Sequence processes
5. Evaluate skills, procedures and products
6. Adapt production plans, techniques and procedures.

Structure

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

Unit option	Unit title
Unit option A	Culinary trends
Unit option B	Bar and barista basics
Unit option C	In-house dining
Unit option D	Casual dining

Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	**Practical demonstration** Practical demonstration: menu item **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	**Practical demonstration** Practical demonstration: delivery of event **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Investigation	Students investigate and evaluate practices, skills and processes.	**Investigation and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words

Prerequisites

Nil

Design

General senior subject

General

The Design subject focuses on the application of design thinking to envisage creative products, services and environments. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking approaches that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit innovative ideas.

In Unit 1, students will learn about and experience designing in the context of stakeholder-centred design. They will be introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they respond to the needs and wants of a particular person. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will explore design opportunities and design to improve economic, social and ecological sustainability.

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. Students communicate design proposals to suit different audiences.

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Objectives

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

1. Describe design problems and design criteria.
2. Represent ideas, design concepts and design information using visual representation skills.
3. Analyse needs, wants and opportunities using data.
4. Devise ideas in response to design problems.
5. Evaluate ideas to make refinements.

6. Propose design concepts in response to design problems.
7. 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
Stakeholder-centred design • Designing for others	**Commercial design influences** • Responding to needs and wants	**Human-centred design** • Designing with empathy	**Sustainable design influences** • Responding to opportunities

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context, however assessment types mirror Year 12 items.

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 — design challenge	20%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	30%	Summative external assessment (EA): • Examination — design challenge	25%

Prerequisite

In order to succeed in this subject, a C in the Year 10 General Design Preparation Course is required.

Engineering

General senior subject

General

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Objectives

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

1. Recognise and describe engineering problems, knowledge, concepts and principles
2. Symbolise and explain ideas and solutions
3. Analyse problems and information
4. Determine success criteria for engineering problems
5. Synthesise information and ideas to propose possible solutions
6. Generate prototype solutions to provide data to determine the feasibility of solutions
7. Evaluate and refine ideas and solutions to make justified recommendations
8. Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals • Engineering in society • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials	**Emerging technologies** • Emerging needs in society • Emerging processes, machinery and automation • Emerging materials	**Civil structures** • Civil structures in society • Civil structures and forces • Civil engineering materials	**Machines and mechanisms** • Machines in society • Machines, mechanisms and control • Materials

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): • Engineered solution	25%	Summative internal assessment 3 (IA3): • Engineered solution	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

Prerequisite

In order to succeed in this subject, a C in the Year 10 General Engineering Technology Preparation Course is required.

Engineering Skills

Applied senior subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by the Australian manufacturing industry to produce products. The manufacturing industry transform 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.

Engineering Skills includes the study of the manufacturing and engineering industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by manufacturing 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 supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the structural, transport and manufacturing engineering industrial sectors. Students learn to interpret drawings and technical information and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. 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 Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Objectives

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

1. Demonstrate practices, skills and procedures
2. Interpret drawings and technical information
3. Select practices, skills and procedures
4. Sequence processes
5. Evaluate skills and procedures, and structures
6. Adapt plans, skills and procedures.

Structure

Engineering 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	Fitting and machining
Unit option B	Welding and fabrication
Unit option C	Sheet metal working
Unit option F	Production in the manufacturing engineering industry

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Engineering 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.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a unit context product that consists of multiple interconnected components and document the manufacturing process.	**Product** Product: 1 fitting and machining product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Prerequisites

Nil

Furnishing Skills

Applied senior subject

Applied

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

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:

1. Demonstrate practices, skills and procedures
2. Interpret drawings and technical information
3. Select practices, skills and procedures.
4. Sequence processes
5. Evaluate skills and procedures, and products
6. 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.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process.	**Product** Product: 1 multi-material furniture product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Prerequisites

Nil

Industrial Graphics Skills

Applied senior subject

Applied

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

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and furnishing industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate manual and computerised drawing skills and procedures. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

Pathways

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

Objectives

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

1. Demonstrate practices, skills and procedures
2. Interpret client briefs and technical information
3. Select practices, skills and procedures
4. Sequence processes
5. Evaluate skills and procedures, and products
6. Adapt plans, skills and products.

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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.	**Practical demonstration** Practical demonstration: the drawing skills and procedures used in 3–5 drawing production processes **Documentation** Multimodal (at least two modes delivered at the same time): drawings on up to 3 A3 pages supported by written notes or spoken notes (up to 3 minutes), or equivalent digital media
Project	Students draft in response to a provided client brief and technical information.	**Product** Product: the drawing skills and procedures used in 5–7 drawing production processes **Drawing process** Multimodal (at least two modes delivered at the same time): drawings on up to 4 A3 pages supported by written notes or spoken notes (up to 5 minutes), or equivalent digital media

Prerequisites

Nil

Accounting

General senior subject

General

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that accounting involves processing transactions to develop financial statements and reports to stakeholders. Digital technologies are integral to accounting, enabling real-time access to vital financial information.

When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise data and other financial information, evaluate practices of financial management, solve authentic accounting problems and make and communicate recommendations.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students. Problem-solving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

Pathways

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

Objectives

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

1. Comprehend accounting concepts, principles and process.
2. Synthesise accounting principles and process.
3. Analyse and interpret financial data and information.
4. Evaluate practices of financial management to make decisions and propose recommendations.
5. Create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting • Introduction to accounting • Accounting for today's businesses	**Financial Reporting** • End-of-year reporting for today's businesses • Performance analysis of a sole trader business	**Managing resources** • Cash management • Managing resources for a sole trader business	**Accounting — the big picture** • Fully classified financial statement reporting and analysis for a sole trader business • Complete accounting process for a sole trader business • Performance analysis of a public company

Assessment

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

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

Summative assessments

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

Prerequisites

In order to succeed in this subject, a C in the Year 10 General Accounting and Business Preparation Course is required.

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:

1. Describe business situations and environments.
2. Explain business concepts and strategies.
3. Analyse and interpret business situations.
4. Evaluate business strategies.
5. Create responses that communicate meaning to suit audience, context and purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

Assessment

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

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

Summative assessments

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

Prerequisites

In order to succeed in this subject, a C in the Year 10 General Accounting and Business Preparation Course is required.

Digital Solutions

General senior subject

General

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:

1. Recongnise and describe elements, components, principles and processes.
2. Symbolise and explain information, ideas and interrelationships.
3. Analyse problems and information.
4. Determine solution requirements and criteria
5. Synthesise information and ideas to determine possible digital solutions.
6. Generate components of the digital solution.

7. Evaluate componenets and solutions against criteria to make refinements and justified recommendations and evaluate impacts.
8. Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — technical proposal	25%	Summative internal assessment 3 (IA3): • Project — digital solution	25%
Summative internal assessment 2 (IA2): • Project — digital solution	25%	Summative external assessment (EA): • Examination – combined response	25%

Prerequisites

In order to succeed in this subject, a C in the Year 10 General Digital Solutions Preparation Course is required.

Physical Education

General senior subject

General

In Physical Education, Arnold's seminal work (1979, 1985, 1988) provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in movement contexts (Brown & Penney 2012; Stolz & Thorburn 2017). Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of the dimensions. In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

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:

1. Recognise and explain concepts and principles about movement.
2. Demonstrate specialised movement sequences and movement strategies.
3. Apply concepts to specialised movement sequences and movement strategies.
4. Analyse and synthesise data to devise strategies about movement.
5. Evaluate strategies about and in movement.
6. Justify strategies about and in movement.
7. Make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and biomechanics in physical activity • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	**Sport psychology and equity in physical activity** • Sport psychology in physical activity • Equity — barriers and enablers	**Tactical awareness and ethics in physical activity** • Tactical awareness in physical activity • Ethics and integrity in physical activity	**Energy, fitness and training in physical activity** • Energy, fitness and training in physical activity

Assessment

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

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

Summative assessments

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

Prerequisites

In order to succeed in this subject, a C in the Year 10 General Health and Physical Education Preparation Course is required.

Health

General senior subject

General

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:

1. Recognise and describe information about health-related topics and issues.
2. Comprehend and use the Health inquiry model.
3. Analyse and interpret information to draw conclusions abouth health-related topics and issues.
4. Critique information to distinguish determinants that influence health status.
5. Investigate and synthesise information to develop action strategies.
6. Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion.
7. Organise information for particular purposes.
8. Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	**Peers and family as resources for healthy living** • Alcohol	**Community as a resource for healthy living** • Anxiety	**Respectful relationships in the post-schooling transition**

Assessment

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

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

Summative assessments

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

Prerequisites

In order to succeed in this subject, a C in the Year 10 General Health and Physical Education Preparation Course is required.

Sport & Recreation

Applied senior subject

Applied

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

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

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

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

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

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

Pathways

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

Objectives

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

1. Investigate activities and strategies to enhance outcomes
2. Plan activities and strategies to enhance outcomes
3. Perform activities and strategies to enhance outcomes
4. Evaluate activities and strategies to enhance outcomes.

Structure

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

Unit option	Unit title
Unit 1	Aquatic recreation
Unit 2	Coaching and officiating
Unit 3	Emerging trends in sport, fitness and recreation
Unit 4	Fitness for sport and recreation

Assessment

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

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Performance** Performance: up to 4 minutes **Planning and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	**Investigation and session plan** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words **Performance** Performance: up to 4 minutes **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

Prerequisites

Nil

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:

1. Comprehend Japanese to understand information, ideas, opinions and experiences
2. Identify tone, purpose, context and audience to infer meaning.
3. Analyse and evaluate information and ideas to draw conclusions.
4. Apply knowledge of language elements of Japanese to construct meaning.
5. Structure, sequence and synthesise information to justify opinions, ideas and perspectives
6. Communicate using contextually appropriate Japanese.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし **My world** • Family/carers • Peers • Education	**私達の世界をたんけんする** **Exploring our world** • Travel and exploration • Social customs • Japanese influences around the world	**私達の社会、文化とアイデンティティ** **Our society, culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	**私の現在と将来** **My present: my future** • The present • Future choices

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%

Prerequisites

In order to succeed in this subject, a C in the Year 10 General Japanese Preparation Course is required.

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:

1. Describe ideas and findings.
2. Apply understanding.
3. Analyse data.
4. Interpret evidence.
5. Evaluate conclusions, claims and processes.
6. Investigate phenomena.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis • Infectious disease and epidemiology	**Biodiversity and the interconnectedness of life** • Biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

Assessment

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

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

Students will be required to attend a field work study, offsite, to complete requirement for the IA2.

Summative assessments

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

Prerequisites

In order to succeed in this subject, a C in the Year 10 General Biology Preparation Course is required.

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:

1. Describe ideas and findings.
2. Apply understanding.
3. Analyse data.
4. Interpret evidence.
5. Evaluate conclusions, claims and processes.
6. Investigate phenomena.

Structure

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

Assessment

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

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

Summative assessments

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<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination – combination response</td></tr>
</table>

Prerequisites

In order to succeed in this subject, a C in the Year 10 General Chemistry Preparation Course is required.

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:

1. Describe ideas and findings.
2. Apply understanding.
3. Analyse data.
4. Interpret evidence.
5. Evaluate conclusions, claims and processes.
6. Investigate phenomena.

Structure

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

Assessment

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

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

Summative assessments

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

Prerequisites

In order to succeed in this subject, a C in the Year 10 General Physics Preparation Course is required.

Psychology

General senior subject

General

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:

1. Describe ideas and findings.
2. Apply understanding.
3. Analyse data.
4. Interpret evidence.
5. Evaluate conclusions, claims and processes.
6. Investigate phenomena.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • The role of the brain • Cognitive development • Consciousness, attention and sleep	**Individual behaviour** • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Brain function • Sensation and perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

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

Summative assessments

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• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination – combination response</td></tr>
</table>

Prerequisites

In order to succeed in this subject, a C in the Year 10 General Psychology Preparation Course is required.

Science in Practice

Applied senior subject

Applied

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

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

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

By studying Science in Practice, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

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

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

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, eg animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

By the conclusion of the course of study students should:

1. Describe ideas and phenomena
2. Execute procedures
3. Analyse information
4. Interpret information
5. Evaluate conclusions and outcomes
6. Plan investigations and projects.

Structure

Science in Practice 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	Consumer science
Unit option B	Ecology
Unit option C	Forensic science
Unit option D	Disease

Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Prerequisites

Nil

Ancient History

General senior subject

General

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:

1. Devise historical questions and conduct research.
2. Comprehend terms, concepts and issues.
3. Analyse evidence from historical sources.
4. Evaluate evidence from historical sources.
5. Synthesise evidence from historical sources.
6. Communicate to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world **Topic 1: Digging up the past** Students examine one or two archaeological sites to construct an understanding of the ancient past **Topic 2: Features of ancient societies** - Beliefs, rituals and funerary practices - The family - Lives of women - Slavery - Art and/ or architecture - Weapons and warfare - Technology and engineering • Entertainment and leisure	**Personalities in their time** **Topics 1 and 2:** Students select two personalities from the Ancient World to investigate for a depth study. • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality	**Reconstructing the ancient world** **Topics 1 and 2:** • Thebes — East and West, from the 18th to the 20th Dynasty • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • The Ancient Levant — First and Second Temple Period • Persia from Cyrus II to Darius III • Fifth Century Athens (BCE) • Macedonian Empire from Philip II to Alexander III • Rome during the Republic • Early Imperial Rome from Augustus to Nero • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The Celts and/or Roman Britain • The Medieval Crusades • Classical Japan until the end of the Heian Period.	**People, power and authority** **Topic 1:** • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Carthage and/or Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic • Ancient Rome — the Augustan Age • Ancient Rome — Imperial Rome until the fall of the Western Roman Empire • Ancient Rome — the Byzantine Empire. **Topic 2** 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.

Assessment

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

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

Summative assessments

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

Prerequisites

In order to succeed in this subject, a C in the Year 10 General History Preparation Course is required.

Geography

General senior subject

General

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

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

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

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

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

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

Pathways

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

Objectives

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

1. Explain geographical processes.
2. Comprehend geographic patterns.
3. Analyse geographical data and information.
4. Apply geographical understanding.
5. Propose action.

6. communicate geographical understanding using appropriate forms of geographical communication.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones • Natural hazard zones • Ecological hazard zones	**Planning sustainable places** • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity	**Responding to land cover transformations** • Land cover transformations and climate change • Responding to local land cover transformations	**Managing population change** • Population challenges in Australia • Global population change

Assessment

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

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

Summative assessments

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

Prerequisites

In order to succeed in this subject, a C in the Year 10 General Geography Preparation Course is required.

Legal Studies

General senior subject

General

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, politics, education, sociology and academia. 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:

1. Comprehend legal concepts, principles and processes.
2. Select legal information from sources.
3. Analyse legal issues.
4. Evaluate legal situations.
5. Create responses that communicate meaning to suit the intended purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • Human rights • Australia's legal response to international law and human rights • Human rights in Australian contexts

Assessment

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

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

Summative assessments

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

Prerequisites

In order to succeed in this subject, a C in the Year 10 General Legal Studies Preparation Course is required.

Modern History

General senior subject

General

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

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

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

Pathways

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

Objectives

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

1. Devise historical questions and conduct research.
2. Comprehend terms, issues and concepts.
3. Analyse historical sources and evidence.
4. Evaluate evidence from historical sources.
5. Synthesise evidence from historical sources.
6. Communicate to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world Two topics are studied in this unit. Schools select two of the following topics to study in this unit: • Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia – Caledon Bay Crisis ends) • Age of Enlightenment, 1750s–1789 (Encyclopédie published – French Revolution begins) • Industrial Revolution, 1760s–1890s (Spinning Jenny invented – Kinetoscope developed) • American Revolution, 1763–1783 (French and Indian War ends – Treaty of Paris signed) • French Revolution, 1789–1799 (Estates General meets – New Consulate established) • Age of Imperialism, 1848–1914 (Second Anglo-Sikh War begins – World War I begins) • Meiji Restoration, 1868–1912 (Meiji Government established – Emperor Meiji dies) • Boxer Rebellion and its aftermath, 1900–1911 (Boxer militancy in Pingyuan begins – overthrow of the Qing Dynasty) • Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends) • Xinhai Revolution and its aftermath, 1911–1916 (Wuchang Uprising begins – death of Yuan Shikai) • Iranian Revolution and its aftermath, 1977–1980s (anti-Shah demonstrations take place – Iran becomes an Islamic Republic) • Arab Spring since 2010 (Tunisian Revolution begins)	**Movements in the modern world** Two topics are studied in this unit. Schools select two of the following topics to study in this unit: • Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) • Independence movement in India, 1857–1947 (Sepoy Rebellion begins – Indian Independence Act 1947 becomes law) • Workers' movement since the 1860s (Great Shoemakers Strike in New England begins) • Women's movement since 1893 (Women's suffrage in New Zealand becomes law) • May Fourth Movement in China and its aftermath, 1919–1930s (Student protests at Beijing University begin – the New Life Movement begins) • Independence movement in Algeria, 1945–1962 (demonstrations in Setif begin – Algerian independence declared) • Independence movement in Vietnam, 1945–1975 (Vietnamese independence declared – Saigon falls to North Vietnamese forces) • Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end) • African-American civil rights movement since 1954 (judgment in Brown v. Board of Education delivered)	**National experiences in the modern world** Schools select two of the following topics to study in this unit: • Australia since 1901 (Federation of Australia) • United Kingdom since 1901 (Edwardian Era begins) • France, 1799–1815 (Coup of 18 Brumaire begins – Hundred Days end) • New Zealand since 1841 (separate colony of New Zealand established) • Germany since 1914 (World War I begins) • United States of America, 1917–1945 (entry into World War I – World War II ends) • Soviet Union, 1920s–1945 (Russian Civil War ends – World War II ends) • Japan since 1931 (invasion of Manchuria begins) • China since 1931 (invasion of Manchuria begins) • Indonesia since 1942 (Japanese occupation begins) • India since 1947 (Indian Independence Act of 1947 becomes law) • Israel since 1917 (announcement of the Balfour Declaration) • South Korea since 1948 (Republic of Korea begins).	**International experiences in the modern world** Two topics are studied in this unit. Schools select one of the following topics to study in this unit: • Australian engagement with Asia since 1945 (World War II in the Pacific ends) • Search for collective peace and security since 1815 (Concert of Europe begins) • Trade and commerce between nations since 1833 (Treaty of Amity and Commerce between Siam and the United States of America signed) • Mass migrations since 1848 (California Gold Rush begins) • Information Age since 1936 (On Computable Numbers published) • Genocides and ethnic cleansings since the 1930s (Holocaust begins) • Nuclear Age since 1945 (first atomic bomb detonated) • Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins) • Struggle for peace in the Middle East since 1948 (Arab-Israeli War begins) • Cultural globalisation since 1956 (international broadcast of the 1956 Summer Olympics in Melbourne takes place) • Space exploration since the 1950s (publication of articles focused on space travel) • Rights and recognition of First Peoples since 1982 (United Nations Working Group on • Indigenous Populations established) • Terrorism, anti-terrorism and counter-terrorism since 1984 (Brighton Hotel bombing takes place). • **Topic 2:** Schools select one of the topic options that has been nominated by the QCAA for the external

Unit 1	Unit 2	Unit 3	Unit 4
	• Environmental movement since the 1960s (Silent Spring published) • LGBTQIA+ civil rights movement since 1969 (Stonewall Riots begin) Pro-democracy movement in Myanmar (Burma) since 1988 (People Power Uprising begins)		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.

Assessment

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

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

Summative assessments

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

Prerequisites

In order to succeed in this subject, a C in the Year 10 General History Preparation Course is required.
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Social and Community Studies

Applied senior subject

Applied

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

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

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

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

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

Pathways

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

Objectives

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

1. explain personal and social concepts and skills
2. examine personal and social information
3. apply personal and social knowledge
4. communicate responses
5. 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
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	**Planning and evaluation** • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	**Item of communication** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 800 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: • Multimodal (at least two modes delivered the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Prerequisites

Nil

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.

This subject prepares young people for participation in the 21st century by building skills and resources. Dance has the means to prepare students for future possibilities, with highly transferrable 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. A course of study in Dance establishes a basis for further education and employment across many fields, both in the arts and culture industries and beyond. Dance develops individuals who are culturally sensitive, creative, complex and reflective thinkers.

Pathways

A course of study in Dance establishes a basis for further education and employment across many fields, both in the arts and culture industries and beyond. Dance develops individuals who are culturally sensitive, creative, complex and reflective thinkers.

Objectives

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

1. Demonstrate an understanding of dance concepts and skills.
2. Apply literacy skills.
3. Organise and apply the dance concepts.
4. Analyse and interpret dance concepts and dance skills.
5. Apply technical skills.
6. Realise meaning through expressive skills.
7. Create dance to communicate meaning.
8. Evaluate dance, justifying the use of dance concepts and dance skills.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts? • Genres: – Contemporary – at least one other genre • Subject matter: – meaning, purpose and context – historical and cultural origins of focus genres	**Moving through environments** How does the integration of the environment shape dance to communicate meaning? • Genres: – Contemporary – at least one other genre • Subject matter: – physical dance environments including site-specific dance – virtual dance environments	**Moving statements** How is dance used to communicate viewpoints? • Genres: – Contemporary – at least one other genre • Subject matter: – social, political and cultural influences on dance	**Moving my way** How does dance communicate meaning for me? • Genres: – fusion of movement styles • Subject matter: – developing a personal movement style – personal viewpoints and influences on genre

Assessment

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

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

Summative assessments

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

Prerequisites

In order to succeed in this subject, a C in the Year 10 General Dance Preparation Course is required.

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 information & communication technologies (ICT) skills. 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.

The objectives of the Drama course are to develop students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. The unique learning that takes place 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 establishes a basis for further education and employment across many fields, both inside the arts and culture industries and beyond. The knowledge, 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:

1. Demonstrate skills of drama.
2. Apply literacy skills.
3. Interpret purpose, context and text.
4. Manipulate dramatic languages.
5. Analyse dramatic languages.
6. Evaluate dramatic languages.

Structure

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

Assessment

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

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

Summative assessments

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

Prerequisites

In order to succeed in this subject, a C in the Year 10 General Drama Preparation Course is required.

Film, Television & New Media

General senior subject

General

Film, Television & 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 & 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 & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

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

1. Design moving-image media products.
2. Create moving-image media products.
3. Film, television and new media ideas, elements and processes.
4. Apply literacy skills.
5. Analyse moving-image media products.
6. Evaluate film, television and new media products, practices and viewpoints.

Structure

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

Assessment

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

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

Summative assessments

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

Prerequisites

In order to succeed in this subject, a C in the Year 10 General Film, Television and New Media Preparation Course is required.

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.

A study of music provides students with opportunities to develop their intellect 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. Studying music provides the basis for rich, lifelong learning.

Pathways

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

Objectives

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

1. Demonstrate technical skills.
2. Use music elements and concepts.
3. Analyse music.
4. Apply compositional devices.
5. Apply literacy skills.
6. Interpret music elements and concepts.
7. Evaluate music.
8. Realise music ideas.
9. Resolve music ideas.

Structure

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

Assessment

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

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

Summative assessments

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

Prerequisites

In order to succeed in this subject, a C in the Year 10 General Music Preparation Course is required. It is advised that students have also achieved a minimum Grade 4 AMEB practice and theory.

Music Extension (Composition)

General senior subject – Year 12 subject only in conjunction with General Music

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.

The purpose of Music Extension is to provide challenging and rigorous opportunities for students to realise their potential as composers, musicologists or performers, and to provide the basis for rich, lifelong learning. This syllabus considers that students with an extended history of music involvement frequently reach a high level of musical sophistication and aspire to specialise.

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions. In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research. In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and realise music ideas in their performances.

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. As they develop highly transferable and flexible skills, students become adaptable and innovative problem-solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world.

Pathways

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

Objectives

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

1. Analyse music
2. Apply literacy skills
3. Evaluate music
4. Apply compositional devices
5. Manipulate music elements and concepts
6. Resolve music ideas.

Structure

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

Assessment

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

Summative assessments

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

Prerequisites

The offer to study Music Extension in Year 12 will be based upon review of students' academic portfolios from Year 11 Music.

Music Extension (Performance)

General senior subject – Year 12 subject only in conjunction with General Music

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. The purpose of Music Extension is to provide challenging and rigorous opportunities for students to realise their potential as composers, musicologists or performers, and to provide the basis for rich, lifelong learning. This syllabus considers that students with an extended history of music involvement frequently reach a high level of musical sophistication and aspire to specialise.

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions. In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research. In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and realise music ideas in their performances.

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. As they develop highly transferable and flexible skills, students become adaptable and innovative problem-solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world

Pathways

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

Objectives

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

1. Analyse music
2. Apply literary skills
3. Evaluate music
4. Apply technical skills
5. Interpret music elements and concepts
6. Realise music ideas.

Structure

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

Assessment

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

Summative assessments

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

Prerequisites

The offer to study Music Extension in Year 12 will be based upon review of students' academic portfolios from Year 11 Music.

Visual Art

General senior subject

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.

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. Visual Art equips students for a future of unimagined possibilities as they develop highly transferable communication skills and the capacity for global thinking. Visual Art encourages students to reflect on and appreciate multiple perspectives and philosophies, and to confidently and creatively contribute and engage in all facets of society to sustain our diverse Australian culture.

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives

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

1. Implement ideas and representations.
2. Apply literacy skills.
3. Analyse and interpret visual language, expression and meaning in artworks and practices.
4. Evaluate influences.
5. Justify viewpoints.
6. Experiment in response to stimulus.
7. Create visual responses using knowledge and understanding of art media.
8. Realise responses to communicate meaning.

Structure

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation — inquiry phase 1</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">30%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination</td></tr>
</table>

Prerequisites

In order to succeed in this subject, a C in the Year 10 General Visual Art Preparation Course is required.

Media Arts in Practice

Applied senior subject

Applied

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

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

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

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

Pathways

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

Objectives

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

1. Use media arts practices
2. Plan media artworks
3. Communicate ideas
4. Evaluate media artworks.

Structure

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

Unit option	Unit title
Unit option A	The Publicist
Unit option B	Representations
Unit option C	Community
Unit option D	Persuasion

Assessment

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that is the focus of the unit.	**Design product** Design product must represent: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s **Planning and evaluation of design product** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Media artwork	Students implement the design product from the project to make a media artwork that is the focus of the unit.	**Media artwork** One of the following: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s

Prerequisites

Nil

Visual Arts in Practice

Applied senior subject

Applied

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

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

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

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

Pathways

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

Objectives

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

1. Use visual arts practices
2. Plan artworks
3. Communicate ideas
4. Evaluate artworks.

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Project	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	**Experimental folio** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) OR **Prototype artwork** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes OR **Design proposal** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each) OR **Folio of stylistic experiments** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) AND **Planning and evaluations** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	**Resolved artwork** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes

Prerequisites

Nil

OTHER LEARNING AREAS

LEARNING CONNECTIONS SUPPORT

In Senior Secondary, SET Plans (Senior Education and Training Plans) with a transition focus are developed with students and parents in Year 10. These plans outline goals across areas of academic learning, personal dimensions and work-related areas. The SET Plan interviews are facilitated with experienced special education teachers with the support of the Guidance Officer. Additional support and expertise can be accessed through disability specific support personnel. Students leaving Year 12 aim to graduate having achieved these goals and be prepared for post-school life, with independence being an overall aim for students with disabilities.

Students have opportunities to study school- based subjects as well as subjects at university and TAFE and can undertake traineeships based on their interests, abilities and work ethic. Students may also participate in work experience placements to develop work readiness skills prior to undertaking a school-based traineeship. Each pathway is individually planned through the SET Plan process.

In the last six months of senior schooling, students may sign with a Disability Employment Service (DES) who can provide additional support finding casual or part-time employment with supportive employers. On completion of twelve years of schooling, our students have the opportunity to achieve either the Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA) if they meet the required prerequisites.

All students engage in mainstream classes with their peers for all or part of their program, with varying levels of support. Support is offered to students based on individual need and may include literacy and numeracy intervention programs, in-class support, study line assistance (tutorials) and homework club. Students may also participate in mainstream classes with their peers and achieve individualised learning outcomes through a QCIA pathway.

Wellbeing And Values Education

At Albany Creek State High School, we consider the social and emotional wellbeing of our students to be as important as their academic development. The WAVE (Wellbeing and Values Education) program is an integral part of our daily routine. Students are assigned to a WAVE class upon enrolment and they stay with that WAVE class and teacher for the duration of their time with us. WAVE takes place for the first ten minutes of every day, with one extended lesson per week.

Four strands underpin the WAVE program:

1. Healthy Minds
2. Healthy Relationships
3. Healthy Bodies
4. Healthy Life.

The units are compiled based on the latest research, to ensure that our students are well-equipped socially, emotionally and academically for the world beyond school. External providers are used in the delivery of the program.

VOCATIONAL EDUCATION AND TRAINING

What is VET?

These subjects are competency based and are solely aimed at Certificate qualifications. Students will be awarded a Certificate on completion or awarded a Statement of Attainment for completed competencies, providing ACSHS has been supplied with the student's Unique Student Identifier (USI).

As the subjects are competency based there is no grade awarded during reporting or on the Senior Statement, but all competencies and the completion of the certificate are stated on the senior statement and contribute towards the QCE.

These courses are designed for students wanting Certificate qualifications and who are interested in continuing with further studies or employment within these areas, either while at school or post year 12.

What is Career Ready Funding?

The new Career Ready VET in schools program is an action of the Queensland Government's Training Priorities Plan 2024-25 to help school students make good career and training choices, so they can leave school career-ready, informed and confident in their future.

Career Ready will replace the current DTET funded VETiS program in 2026.

The new Career Ready program aims to help students better understand their career and training options and provide stronger pathways to work – with fee-free VET courses that have strong industry and employment connections, including more school-based apprenticeships and traineeships.

The program complements work to improve school-to-work transitions initiated through the Queensland Workforce Strategy, including providing access to high-quality career information and facilitating school-industry partnerships through Regional School Industry Partnership Managers located in state school regions across the state.

Delivery of courses under the new program will continue to be through selected Skills Assure Suppliers (SAS), with Career Ready expanded to be a discrete and targeted funding program that supports young people to access skills for employment.
https://www.qld.gov.au/education/training/subsidies/career-ready

** Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready VETiS funded qualifications list expected July 2025. The school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026. **

BSB30120 Certificate III in Business

RTO: 31319 Binnacle Training

School delivered standalone VET subject

Binnacle's Certificate III in Business 'Business in Schools' program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership and organisation, customer service, personal management, teamwork and relationships, business technology and financial literacy – incorporating the delivery of a range of projects and services within their school community. Students will also investigate business opportunities.

HOW DOES IT WORK

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

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

This program also includes the following:

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

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

SKILLS ACQUIRED

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

CAREER PATHWAYS

WHAT DO STUDENTS ACHIEVE?

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

BSB30120 CERTIFICATE III IN BUSINESS

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetable Line

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

Suitable Year Level(s):
Year 11 and 12

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

Cost (Fee-For-Service):
$265.00 per person

QCE Outcome:
Maximum 8 QCE Credits

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

TERM 1	**TOPICS** › Introduction to the Business Services Industry › Introduction to Entrepreneurship and Business › Introduction to Personal Finances › Introduction to Tourism **PROJECTS** › Research Business Topics
TERM 2	**TOPICS** › Research Topics and Create a Group Presentation **PROJECTS** › Group Presentation
TERM 3	**TOPICS** › Workplace Health and Safety › Sustainable Work Practices **PROJECTS** › WHS Processes at the 'Go! Regional' Travel Expo
TERM 4	**TOPICS** › Develop and Apply Knowledge of Personal Finances **PROJECTS** › Personal Budget for the Future
TERM 5	**TOPICS** › Inclusive Work Practices › Engage in Workplace Communication **PROJECTS** › Inclusivity and Communication in the Workplace
TERM 6	**TOPICS** › Work in a Team › Critical Thinking Skills **PROJECTS** › Critical Thinking at Go! Travel
TERM 7	**TOPICS** › Designing and Producing Business Documents › Producing Simple Documents **PROJECTS** › Binnacle Boss - Business Proposal

UNITS OF COMPETENCY			
BSBPEF201	Support personal wellbeing in the workplace	BSBXTW301	Work in a team
BSBPEF301	Organise personal work priorities	BSBCRT311	Apply critical thinking skills in a team environment
FNSFLT311	Develop and apply knowledge of personal finances	BSBTEC301	Design and produce business documents
BSBWHS311	Assist with maintaining workplace safety	BSBWRT311	Write simple documents
BSBSUS211	Participate in sustainable work practices	BSBTEC201	Use business software applications
BSBXCM301	Engage in workplace communication	BSBTEC203	Research using the internet
BSBTWK301	Use inclusive work practices		
OPTIONAL ADDITIONAL UNITS OF COMPETENCY			
BSBCMM411	Make presentations*	BSBPEF402	Develop personal work priorities*

Please note this 2025 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). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: www.binnacletraining.com.au/rto

Prerequisites: In order to succeed in this subject, previous study is advised.

BSB50120 Diploma of Business

RTO: 45030 Barrington College Australia

School delivered standalone VET subject

The successful completion of this course provides students with high-level business skills and provides a solid foundation for further studies. This qualification may be used for possible academic credit towards an undergraduate degree. A Diploma in Business opens endless pathways across many different fields, including human resources, marketing, banking, retail, accounting and small business.

Course Outline:

The BSB50120 Diploma of Business program provides a comprehensive view of the business world. Students have access to a variety of theory and practical learning opportunities, which provides specialised knowledge and high level understanding to prepare for careers in the corporate sector.

This qualification provides a broad range of skill-sets that are highly valued by successful organisations, including communicating with influence, project management, human resources and risk management.

Units of Competency :

BSBCRT511	Develop critical thinking in others	Core
BSBFIN501	Manage budgets and financial plans	Core
BSBOPS501	Manage business resources	Core
BSBSUS511	Develop workplace policies and procedures for sustainability	Core
BSBXCM501	Lead communication in the workplace	Core
BSBHRM525	Manage recruitment and onboarding	Elective
BSBOPS504	Manage business risk	Elective
BSBPMG430	Undertake project work	Elective
BSBTWK503	Manage meetings	Elective
BSBPEF502	Develop and use emotional intelligence	Elective
BSBCMM411	Make presentations	Elective
BSBMKG541	Identify and evaluate marketing opportunities	Elective

Assessment:

Items encompass a wide variety of learning experiences and assessment instruments including quizzes, written responses, case studies and projects. All assessment is competency based.

Career Options: The competencies gained lead into the Commerce Industry. Examples of possible careers include: Executive Officer, Administration Supervisor, Program Consultant, Program Coordinator or Administration Manager.

Additional costs / excursion costs not included in the student resource scheme:

$2600.00 course fee paid in 12 instalments or upfront. Instalment payments are made up of an initial payment of $350.00 followed by $187.50 per month for 12 months.

Prerequisites: In order to succeed in this subject, students will be expected to have achieved at least a C level of achievement in both Year 10 General English and Mathematics Preparation courses.

CUA30120 Certificate III in Dance or CUA40120 Certificate IV in Dance

RTO: 91600 Australian Dance Institute

School delivered standalone VET subject

ADi AUSTRALIAN DANCE INSTITUTE
AUSTRALIAN DANCE iNSTITUTE
Open access vocational training
NVR RTO ID 91600 · training.gov.au 91600 · ABN 13 134 699 611

Course Outline: The study of Certificate III or IV in Dance provides aspiring dancers with Dance Excellence training and a nationally recognised qualification whilst allowing the students to complete high school. Students will have the opportunity to focus on dance performance, fitness, artistic expression to enhance their individual and group performance work. Students may also study Senior General Dance alongside a certificate course. The options for certificate courses are as follows:

Certificate III in Dance offers the following units:

Core Units

CUAWHS311	Condition the body for dance performance
CUAPRF317	Develop performance techniques
CUADAN331	Integrate rhythm in dance and movement technique
CUACHR311	Develop basic dance composition skills
CUACOS304	Develop and apply knowledge of costume

BSBTWK201	Work effectively with others
CUADAN3113	Develop and apply dance partnering techniques
CUADAN316 OR	Increase depth of ballet technique or
CUADAN315 OR	Increase depths of jazz technique or
CUADAN321	Increase depth of tap technique
CUAMUP311	Prepare personal appearance for performance
CUADLT311	Develop basic dance analysis skills
CUADTM311	Assist with teaching dance
CUARES301	Apply knowledge of history and theory to own arts practice
CUAIND311	Work effectively in the creative arts industry

And/or Certificate IV in Dance offers the following units:

Core Units

CUAWHS411	Apply movement and behavioural principles to physical Conditioning
CUADAN417	Develop expertise in dance performance technique
CUADAN313	Develop dance partnering techniques
CUAPRF415	Rehearse for performance
CUAPRF414	Develop movement skills for performance
CUACHR413	Develop choreography skills

Elective Units

CUAWHS413	Incorporate Anatomy into Skill Development
CUADAN418 OR	Develop Expertise in ballet dance technique OR
CUADAN413 OR	Develop Expertise in jazz dance technique OR
CUADAN420	Develop Expertise in tap dance technique
CUAMUP311	Prepare personal appearance for performances
CUADLT311	Develop basic dance analysis skills
CUADLT412	Explore the relationship between music and dance
CUARES403	Research History & and theory to inform own arts practice
CUAPPR414	Develop self as artist

Prerequisites:

CUA30113 Certificate III in Dance

Entry requirement: 15 years of age and have Grade 5 RAD or CSTD Grade 6 Jazz or CSTD Grade 6 Ballet or CSTD Advanced Bronze Tap Certificate. At the conclusion of the 2 Year Cert III course students must have attained Intermediate RAD or CSTD Grade 8 Jazz or CSTD Elementary Ballet or CSTD Advanced Gold Tap Certificates from an external private dance studio.

CUA40113 Certificate IV in Dance

Entry requirements: 15 years of age and Intermediate RAD Certificate. At the conclusion of the course students must have attained Advanced Foundation and Advanced 1 RAD from an external private dance studio.

Assessment: Dance Examination results, performance and classwork, workbooks and study guides. Assessment activities are combined with course material comprising of multiple choice, questionnaire, self check worksheets, comprehension based workbooks, research assignments and creative portfolio projects.

Additional costs / excursion costs not included in the student resource scheme:

CUA30120 Certificate III in Dance Progressive $1050.00
(subject to completion of CUA20120 Certificate II in Dance)

CUA30120 Certificate III in Dance Direct Entry $1250.00

CUA40120 Certificate IV in Dance Progressive $1150.00
(subject to completion of CUA30120 Certificate III in Dance)

CUA40120 Certificate IV in Dance Direct Entry $1400.00

− *Including $150.00 registration fee. (Registration fee includes access to online learning portal, one on one tutor induction and individual training plan).*

− *Full payment is invoiced and can be paid by EFT, Master/Visa Card.*

− ***Correct at the time of publication – subject to change by the RTO.***

CHC30121 Certificate III in Early Childhood Education and Care

RTO: 30380 Deception Bay State High School

School delivered standalone VET subject

Course Outline:

This is an entry-level qualification for anyone wishing to commence a career in the early childhood sector. It provides students with an understanding of fundamental skills and knowledge relating to the care of children.

Students must have a blue card for Working with Children prior to enrolment or commencement of training and have a desire to work with children.

Core Units

CHCECE030	Support inclusion and diversity
CHCECE031	Support children's health, safety and wellbeing
CHCECE032	Nurture babies and toddlers
CHCECE033	Develop positive and respectful relationships with children
CHCECE034	Use an approved learning framework to guide practice
CHCECE035	Support the holistic learning and development of children
CHCECE036	Provide experiences to support children's play and learning
CHCECE037	Support children to connect with the natural environment
CHCECE038	Observe children to inform practice
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples' cultures
CHCECE055	Meet legal and ethical obligations in children's education and care
CHCECE056	Work effectively in children's education and care
CHCPRT001	Identify and respond to children and young people at risk
HLTAID012	Provide First Aid in an education and care setting
HLTWHS001	Participate in workplace health and safety

Elective Units

CHCPRP003	Reflect on and improve own professional practice
HLTFSE001	Follow basic food safety practices
HLTAID009	Provide cardiopulmonary resuscitation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all 17 units of competency will be awarded a Qualification and a record of results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes:

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

- face-to-face instruction
- work-based learning
- guided learning

Assessment:

Assessment is competency based. Units of competency are clustered and assessed in this way to replicate what occurs in a childcare centre as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- third party reports from vocational placement
- written and practical tasks.

Work Placement:

Students must complete 160 hours of structured workplace learning in a regulated education and care setting. Certain units have practical work placement hours that are required to be completed before the student is deemed competent for the unit.

The school will assist in organising work placements for students. Students may also source their own placements, which will need to be approved by the school RTO.

Pathways:

This qualification may articulate into:

- Diploma in Early Childhood Education and Care
- work in the industry as a child care assistant, nanny or after school hours care worker

Fees:

Students at our Partnership Schools are enrolled part-time at Deception Bay SHS and pay $200 for the cost of the course. This is in additional to a subject area fee for the provision of materials.

Prerequisites:
Nil

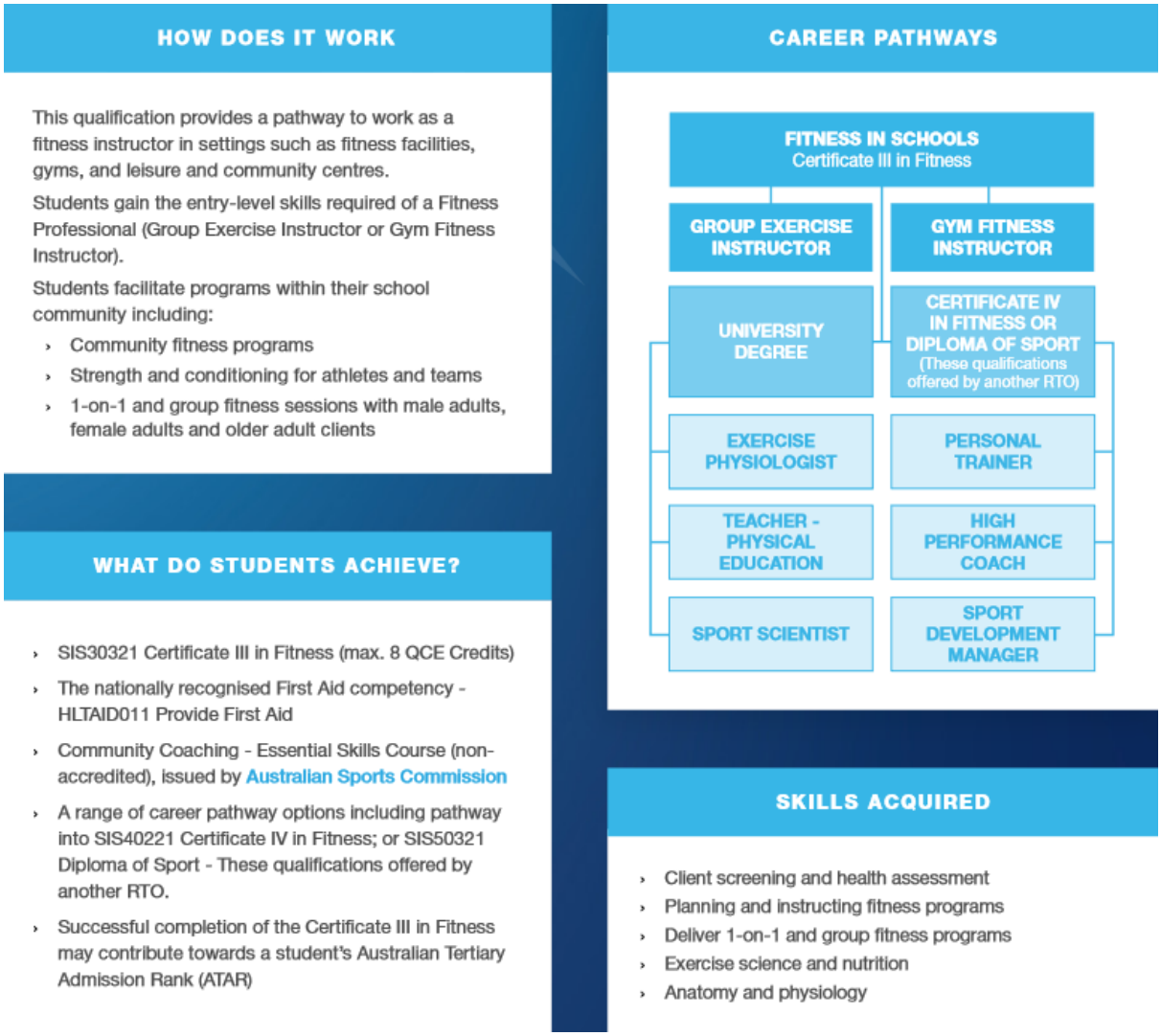
SIS30321 Certificate III in Fitness
RTO:31319 Binnacle Training

Standalone VET subject

Binnacle's Certificate III in Sport, Aquatics and Recreation 'Sport in Schools' program is offered as a senior subject where students participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – including officiating games or competitions, coaching beginner participants to develop fundamental skills, effective communication skills, providing quality service to participants, and using digital technologies in sport environments.

This program also includes the following:

- First Aid qualification and CPR certificate;



SIS30321 CERTIFICATE III IN FITNESS

Registered Training Organisation:
Binnacle Training (RTO 31319)

Delivery Format:
2-Year Format

Timetable Requirements:
1-Timetabled Line

Units of Competency:
15 Units

Suitable Year Level(s):
Year 11 and 12

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

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

QCE Outcome:
Maximum 8 QCE Credits

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

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

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

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Prerequisites: Nil

HLT33115 Certificate III in Health Services Assistance

(including HLT23221 Certificate II in Health Support Services)

RTO: 40518 Connect 'n' Grow

Qualification description:
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 for specific information about the qualification.

Entry requirements:
There are no entry requirements to commence the first year of this qualification; however successful completion of the HLT23221 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 for more information.

Duration and location

This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®.

Year 1 (Certificate II units)

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

- Units Credit Transferred from Certificate II into Certificate III

Year 2 (Certificate III units)

Unit Code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
BSBWOR301*	Organise personal work priorities and development
BSBPEF301	Organise personal work priorities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
CHCINM002	Meet community information needs
CHCCCS009	Facilitate responsible behaviour
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

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

- face-to-face training
- practical and scenarios
- online learning

Fees:
The total Fee For Service cost of these courses (Certificate II and Certificate III $599) is $1198. Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

QCE Points
Maximum 8 (up to 4 points for completion of the Certificate II and up to a further 4 points for completion of the Certificate III).

Assessment;
Assessment is competency based. Assessment techniques include:

- observation
- folio of work
- questionnaires
- written and practical tasks

Work Experience;
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.

Pathways:
Potential options may include:

- various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degree (B Nursing)
- Entry level employment within the health industry.

Obligation:
Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Student 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.

Prerequisites: Nil

SIT20322 Certificate II in Hospitality
RTO: 30207 ACSHS

School delivered standalone VET subject

Course Outline:
Hospitality has become the one of the world's largest industries and its potential impact on societies and their economic and ecological future is enormous. The Hospitality industry has assumed increasing importance in Australian society as a source of expanding employment opportunities.

When undertaking this course, students are provided with the opportunity to obtain nationally recognised units which contribute to the SIT20322 Certificate II in Hospitality. Competencies achieved in this course can contribute to Hospitality Certificate III and Diploma courses studied after school.

Core Units	
BSBTWK201	Work effectively with others
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices

Elective Units	
SITXFSA005	Use hygienic practices for food safety
SITHGAM022	Provide responsible gambling services
SITHFAB027	Serve food and beverage
SITHFAB021	Provide responsible service of alcohol
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve espresso coffee

To achieve the qualification, students **must achieve all 6 core competencies, and all 6 of the elective competencies**. It is required that students **complete 12 service periods** in service events. This may occur at school on site during the delivery of the school café or restaurants or off-site work experience.

Prerequisites: Nil

Assessment: Items encompass a wide variety of learning experiences and assessment instruments including: research reports, orals, short response/stimulus tests, folio and written work, site visits, class practical exercises and participation in delivery of café, restaurant and off-site catering events. All assessment is competency based as per the National Training Package requirements.

Career Options: The course has the potential to develop skills of individuals of a social, technical and personal nature. Many opportunities will be provided for the investigation of the numerous aspects of the industry as well as the development of skills in food and beverage service and working in the Hospitality Industry. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

ICT30120 Certificate III in Information Technology

RTO: 30207 ACSHS

School delivered standalone VET subject

Course Outline:
Information Technology has become an essential skill all students need. It encourages critical thinking and problem solving skills and allows students the opportunity to inquire and grow their digital literacy. When undertaking this course, students are provided with the opportunity to obtain nationally recognised units which contribute to the ICT30120 Certificate III in Information Technology [all done right here at school!].

Competencies achieved in this course can contribute to Information Technology Certificate III and Diploma courses studied after school. They reflect the role of an individual who is competent in a range of Information and Communications Technology (ICT) roles and applies a broad set of skills to support a range of technologies, processes, procedures, policies and people, as well as clients in a variety of work contexts.

Core Units	
BSBCRT301	Develop and extend critical and creative thinking skills
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBXTW301	Work in a team
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTPRG302	Apply introductory programming techniques
ICTSAS305	Provide ICT advice to clients

Elective Units	
CUAANM301	Create 2D digital animations
BSBITU211	Produce digital text documents
ICTICT214	Operate application software packages
CUADIG303	Produce and prepare photo images
ICTWEB304	Build simple websites
ICTWEB305	Produce digital images for the web

To achieve this qualification, students **must achieve all 6 core competencies, and 6 of the elective competencies**.

Assessment: Items encompass a wide variety of learning experiences and assessment instruments including: research, oral presentations, projects, folio work and practical exercises. All assessment is competency based as per the National Training Package requirements.

Career Options: This has the potential to develop skills of individuals in ICT areas including, animation, basic cloud computing, basic cyber awareness, digital media skills, generalist IT support services, networking, programming, systems and web development. This also includes foundational skills and knowledge in critical thinking and customer service skills.

Additional costs / excursion costs not included in the student resource scheme:
There are no additional costs associated with this subject.

Prerequisites: In order to succeed in this subject, previous study is advised.

SIT30122 Certificate III in Tourism

RTO: 30207 ACSHS

School delivered standalone VET subject

Course Outline:
Tourism has become the world's largest industry and its potential impact on societies and their economic and ecological future is enormous. The tourism industry has assumed increasing importance in Australian society as a source of expanding employment opportunities.

When undertaking this course, students are provided with the opportunity to obtain nationally recognised units which contribute to the SIT30122 Certificate III in Tourism [all done right here at school!]. Furthermore, high performing students in this subject are entered into the Queensland Tourism Industry Council's Salute to Excellence where they have the opportunity to make valuable links with industry representatives. Competencies achieved in this course may contribute to Tourism Certificate IV and Diploma courses studied after school. See the competencies covered in the certificate below:

Core Units

SITTIND003	Source and use information on the tourism and travel industry
SITXCCS014	Provide service to customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices

Elective Units

SITXCOM006	Source and present information
SITXCCS010	Provide visitor information
SITTGDE013	Interpret aspects of local Australian Indigenous culture
SITTGDE017	Prepare and present tour commentaries or activities
SITXCOM008	Provide a briefing or scripted commentary
SITXCCS009	Provide customer information and assistance
BSBCMM211	Apply communication skills
BSBTEC303	Create electronic presentations
BSBTEC201	Use business software applications
BSBTWK201	Work effectively with others
SITTGDE022	Prepare specialised interpretive content on cultural and heritage environments

To achieve the qualification, students **must achieve all 4 core competencies, and 11 of the elective competencies**. It is expected that students attend excursions to tourist sites such as Movie World in order to meet some of the competencies.

Assessment: Items encompass a wide variety of learning experiences and assessment instruments including: research reports, orals, short response/stimulus tests, folio and written work, site visits, class practical exercises and participation in class excursions. All assessment is competency based as per the National Training Package requirements.

Prerequisites: There are no prerequisites required.

Career Options: The course has the potential to develop skills of individuals of a social, technical and personal nature. Many opportunities will be provided for the investigation of the numerous aspects of the industry as well as the development of skills in communication, presentation and the decision-making processes.

Additional costs / excursion costs not included in the student resource scheme:

Tourism students will be expected to attend up to two excursions per year. The excursions are linked to assessment. Estimated cost is between $20 and $70 per excursion depending on venue.

EXTERNAL COURSES

TAFE BRISBANE and TAFE SKILLSTECH COURSES

Locations:

TAFE BRISBANE -
Southbank Campus
Caboolture Campus
Grovely Campus
Mt Gravatt Campus
Redcliffe

TAFE SKILLSTECH -
Bracken Ridge Campus
Eagle Farm Campus
Acacia Ridge Campus

Contact: Head of Department Senior Schooling
Ph: 3325 6370

Transport: Student's responsibility

Selection: Applications to TAFE Brisbane at the TAFE at School Portal with approval being required by ACSHS

Cost: Costs vary from course to course. If you are undertaking a Certificate I or II qualification, you may pay reduced fees or, in some cases, no tuition fees at all. If you choose to study a Certificate III course or higher you will incur fees.

The advertised prices marked * will apply if students have used their funding entitlement.

FFS: Fee For Service (not Government subsidised)

CR: Career Ready - The courses advertised as Career Ready funded are only applicable if you have not accessed Career Ready funding in the past.

*** Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready funded qualifications list expected July 2025. The school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

FFS: Fee-For-Service (not Government subsidised)

VSL: VET Student Loan is a loan from the Australian Government that helps eligible students pay their tuition fees. Students' loans are repaid through the Australian tax system when they reach the minimum income threshold for repayment.

Students studying VSL-eligible qualifications may be able to cover enrolment tuition fees under a VET Student Loan if they meet the necessary citizenship, academic suitability and Tax File Number (TFN) eligibility requirements. For further details, go to https://tafeqld.edu.au/courses/apply-and-enrol/what-it-costs/vet-student-loans

FHL: FEE Help Loan (FHL) is a loan from the Australian Government that helps eligible students pay their tuition fees. Students' loans are repaid through the Australian tax system when they read the minimum income threshold for repayment.

Please note: Some courses may have specific requirements and/or a requirement to undertake vocational placement hours. Please refer to each specific course in the 2026 TAFE at Schools Course Guide and the TAFE website for further details.

Course Outline:

Brisbane TAFE at School and SkillsTech VET in Schools courses give Year 11 and 12 students an important head start on their career, a chance to complete a certificate qualification and possible credit towards further study.

Vocational Education offers students the opportunity to complete full qualifications alongside their secondary schooling and is a great study option for students seeking work, TAFE or university entrance beyond Year 12.

Benefits of undertaking a certificate or diploma level course through TAFE include those listed above, and in addition:

- Students will be better prepared for further study, having experienced the requirements of adult learning within a supported environment
- Students will receive a foundation of study that is both experiential and practical
- Students will be provided with a qualification that would allow direct entry into the workforce
- Students may be able to reduce the time taken to complete a university degree

Vocational Education qualifications can provide an excellent foundation of knowledge for further university study and are often considered favourably by many receiving organisations.

Students electing to complete a vocational qualification will still complete an additional 5 subjects to study at ACSHS as a part of their senior secondary curriculum.

Prices are correct at the time of publication and are subject to change at any time without notice.

National training packages are subject to change, this can sometimes affect articulation processes.

All courses are subject to viability at the discretion of TAFE Queensland.

TAFE Queensland – TAFE at SCHOOL COURSE GUIDE 2026		QCE Credit	Year Level	Funding	Total Fees	Campus
	APPLIED SCIENCE/ ANIMAL					
ACM20121	Certificate II in Animal Studies	4	11,12	CR	*$3708	GR, MG, RE
MSL20122	Certificate II in Sampling and Measurement	4	11,12	CR	*$2784	SB
MSL30122	Certificate III in Laboratory Skills (upgrade from Certificate II in Sampling and Measurement)	Up to 6	12	FFS	$2682	SB
	AUTOMOTIVE					
AUR21520	Certificate II in Automotive Cylinder Head Reconditioning (Light)	4	11,12	CR	*$5194	AR
AUR20420	Certificate II in Automotive Electrical Technology (Light)	4	11,12	CR	*$5200	AR, AH
AUR20720	Certificate II in Automotive Vocational Preparation (Light and Heavy)	4	11,12	CR	*$3900	BR
	BEAUTY AND HAIRDRESSING					
SHB20216	Certificate II in Salon Assistant	4	11,12	CR	*$2722	CA, SB, AH
SHB20216	Certificate II in Salon Assistant (Barbering)	4	11,12	CR	*$2722	CA, SB
SHB20121	Certificate II in Retail Cosmetics	4	11,12	CR	*$3705	SB
SHB20121 SHS30221	Certificate II in Retail Cosmetics/ Certificate III in Make-Up	8	11	CR/FFS	*$3705/ $5835	SB
SHB30121	Certificate III in Beauty Services	8	11	FFS	$4878	SB
	BUILDING AND CONSTRUCTION					
CPC10120	Certificate I in Construction	3	11,12	CR	*$3905	BR, AR, AH, CA
CPC10120	Certificate I in Construction (Finishing Trades)	3	11,12	CR	*$3905	BR, AR
MSF20522	Certificate II in Furniture Making Pathways	4	11,12	CR	*$3900	AR, BR, AH
11054NAT	Certificate II in Plumbing	4	11,12	CR	*$6498	AR, BR, EF, AH
	BUSINESS AND JUSTICE STUDIES					
BSB40120	Certificate IV in Business	8	11,12	FFS	$3264	SB
10971NAT	Certificate IV in Justice Studies	8	11,12	FFS	$4370	SB, RE
BSB30320	Certificate III in Legal Services	6	11,12	FFS	$4260	SB
	COMMUNITY SERVICES & EARLY CHILDHOOD					
CHC22015	Certificate II in Community Services	4	11,12	CR	*$2070	SB
CHC22015	Certificate II in Community Services (Childhood Stream)	4	11,12	CR	*$2070	SB
CHC30121	Certificate III in Early Childhood Education and Care	8	11	FFS	$4199	SB
	ELECTROTECHNOLOGY					
UEE22020	Certificate II in Electrotechnology (Career Start)	4	11,12	CR	*$5200	AR, BR, EF, CA
	ENGINEERING					
MEM20422	Certificate II in Engineering Pathways	4	11,12	CR	*$5196	AR, BR, EF, AH

MEM30522	Certificate III in Engineering Technical (CAD)	4	11,12	FFS	$4010	AR
HED001	Civil Engineering Foundation Program (contributes to Associate Diploma in Civil Engineering)	N/A	11	FHL	$7500	SB
	FASHION					
MST20722	Certificate II in Apparel, Fashion & Textiles	4	11,12	CR	*$4632	SB
MST20722/ MST31022	Certificate II in Apparel, Fashion & Textiles/ Certificate III in Apparel, Fashion & Textiles	8	11	CR/ FFS	*$4632/ $4246	SB
	HEALTH SERVICES					
HLT23221	Certificate II in Health Support Services	4	11,12	CR	*$3708	SB, RE, AH
HLT33115	Certificate III in Health Services Assistance (Upgrade from Certificate II)	Up to 6	12	FFS	$1057	CA
HLT54121	Enrolled Nursing Foundation Program	8	11	FFS	$7815	SB
	HOSPITALITY					
FBP20221	Certificate II in Baking	4	11,12	CR	*$4642	CA, SB
SIT20421	Certificate II in Cookery	4	11,12	CR	*$2782	SB
SIT20322	Certificate II in Hospitality	4	11,12	CR	*$2772	SB
FBP20122	Certificate II in Food Processing (Craft Beverages)	4	11,12	CR	*$3705	MG
	INFORMATION TECHNOLOGY					
10935NAT	Certificate II in Autonomous Technologies	4	11	CR	*$6496	SB
ICT20319	Certificate II in Telecommunications Technology (Networking)	4	11,12	VR	*$3705	SB
ICT30120	Certificate III in Information Technology	8	11	FFF	$4068	SB
	MEDIA AND DIGITAL DESIGN					
CUA30720	Certificate III in Design Fundamentals	8	11,12	FFS	$3756	SB
CUA31020	Certificate III in Screen & Media (Multimedia)	8	11,12	FFS	$3124	SB
CUA31020	Certificate III in Screen & Media (Film & TV)	8	11,12	FFS	$3124	MG, SB
	SPORT AND RECREATION					
SIS20321	Certificate II in Sport Coaching	4	11,12	CR	*$2072	SB
SIS20321	Certificate II in Sport Coaching (E-Sports)	4	11,12	CR	*$2072	SB
SIS30321/ SIS20321	Certificate III in Fitness incorporating Certificate II in Sport Coaching	Up to 8	11	CR/ FFS	*$2072/ $2178	SB
MAR20321	Certificate II in Maritime Operations	Up to 4	11,12	CR	*$3705	AH
	THE ARTS					
CUA30220	Certificate III in Community Dance, Theatre and Events	7	11,12	FFS	$3978	SB
CUA31120	Certificate III in Visual Arts	8	11, 12	FFS	$4200	SB
CUA31120	Certificate III in Visual Arts (Focus on Photography)	8	11,12	FFS	$4200	SB
CUA20620	Certificate II in Music (Sound Production)	4	11,12	FFS	$3104	SB
CUA20620	Certificate II in Music (Performance)	4	11,12	FFS	$3104	SB

	TOURISM AND EVENTS					
SIT20122	Certificate II in Tourism	4	11,12	CR	*$2068	SB, RE
SIT50122 (Partial)	Travel and Tourism Management Foundation Program	Up to 8	12	VSL	$6276	SB
SIT50322	Event Management Foundation Program	Up to 8	12	VSL	$7450	SB

* These fees will apply if students have used their VETiS funding entitlement.

SB = Southbank BR = Bracken Ridge CA = Caboolture EF = Eagle Farm
RE = Redcliffe MG = Mount Gravatt AH = Alexandra Hills GR = Grovely
AR = Acacia Ridge

NOTES