Course Information
for Years 11 and 12

2024 - 2025

Craigslea
State High School

.... Educating Global Citizens

Department of Education
Trading as Education Queensland International
CRICOS Provider Number: 00608A

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Craigslea State High School

Guiding Principles

Our Vision is for all Craigslea students to be active citizens in a global society

Our school is driven by the belief that active citizens in a global society are nurtured in a respectful and dynamic learning culture

Our Values

Learning

Our teaching promotes intellectual curiosity and encourages personal best

Respect

Our school community values the rights, safety and perspectives of others

Community

Our community partnerships enrich learning and the school experience

...Educating Global Citizens

Our Graduates will be:

- **Confident** and curious learners
- **Active** contributors to society
- **Honest** and ethical
- **Respectful** of the rights of diverse communities

Our Motto:

...Striving for Excellence

Dear Parents and Students

I am writing to provide you with information and guidance regarding the course selection process for students entering Year 11 and 12 at Craigslea State High School.

We understand the importance of choosing subjects that align with students' interests, skills, and potential future pathways. It is important for students at this stage to have a good understanding of their strengths and the type of career pathways they may be interested in. We encourage them to consider these factors when making their course selections.

To facilitate the course selection process, our school is committed to assisting students in making informed decisions. We have devised the following procedures to ensure students receive comprehensive guidance:

1. The Head of Senior Schooling will deliver information on various pathways available to students during this phase.
2. Heads of Department and teachers will provide insights into senior subjects, enabling students to gain a better understanding of each subject's content and requirements.
3. Parent information evenings will be organized to give parents an opportunity to meet with the staff, ask pertinent questions, and gather further insights into the courses offered.

It is important to note that while we offer a wide range of subjects, the availability of certain subjects is contingent upon sufficient enrolment numbers. In the event that there are inadequate student selections for a particular subject, it may be withdrawn from our offerings. The Deputy Principal, who is responsible for Years 11 and 12, will provide final confirmation of the course of study based on the available subjects.

Should you have any further questions or concerns, please do not hesitate to contact our school office at 3326 5222 or via email at admin@craigsleashs.eq.edu.au. We are here to assist you in any way we can.

We look forward to working together to ensure the best possible academic outcomes for our students.

Yours sincerely

Gavin Bryce
Principal

Introduction

Contained in this guide are outlines of the courses offered at Craigslea State High School for students transitioning to Year 11 in 2024. Please note that courses will only run where sufficient student numbers exist for the classes. This decision is at the discretion of the school.

Choosing your Senior Pathway

In order to maximise your performance and reach your goals, you should consider the pathway most suited to your strengths and interests.

Pathways	Outline	Best suited to:	Points to remember:
Certification and Work Readiness	Vocational program to gain certification in areas of employment and develop skills for entry into the workforce. *Note: This pathway can incorporate Fitness & Aviation certifications.*	Students who are interested in specialising in areas of employment and developing skills to enter the workforce.	Students will study applied subjects with flexibility in timetable to spend one day off campus completing certificates or school-based apprenticeships/traineeships.
ATAR	Academic course with the goal of entering University.	Students who are academic with university aspirations.	Students will study 6 General subjects or 5 General and 1 Applied subject.
ATAR & Certification	Academic course with either: - Cert III Fitness - Cert III Aviation - Diploma of Business	Students who are academic with university aspirations and an interest in these particular courses.	Students will study 5 General subjects while completing certification on campus.

Important questions to consider when choosing a pathway and selecting subjects:

- What subjects do I enjoy?
- In which subjects do I perform well?
- What are the possible pathways I am considering for the future?
- What are the possible university courses I am interested in pursuing?
- Am I interested in pursuing a trade or apprenticeship?
- Subjects that you need as tertiary prerequisites

Choose Very Carefully

At Craigslea State High School, ‘blocks’ of subjects (i.e. groups of subjects that are programmed at the same time on the timetable) are determined **after** the students have chosen their subjects. Subject changes are therefore not always possible and are only permitted at certain times. Multiple subject changes in the senior phase of learning can also impact on both a student’s ATAR eligibility and QCE eligibility (see QCE requirements table).

Categories of Subjects

Senior subjects are grouped into three categories:

1. General - A subject for which a syllabus has been developed by the QCAA with the following characteristics:
   - results from courses developed from General syllabuses contribute to the QCE;
   - an external assessment component;
   - results may contribute to ATAR calculations.

2. Applied - A subject for which a syllabus has been developed by the QCAA with the following characteristics:
   - primary pathway is work and vocational education;
   - it emphasises applied learning and community connections;
   - results from courses developed from Applied Syllabuses contribute to the QCE;
   - results may contribute to ATAR calculations.

3. Additional Learning Options - the flexibility of the Queensland Certificate of Education allows students to embrace a number of different pathways to education and training while still attending school. For example, students can:
   - undertake a Certificate course offered at school;
   - undertake a school based traineeship or apprenticeship;
   - attend TAFE or another RTO to complete a Certificate I-IV;
   - enrol in subjects at university.

Senior Course Prerequisites

When planning your senior pathway, be aware that Craigslea State High School applies prerequisites to Year 11 and 12 subjects. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful. Students should demonstrate at least a C standard in English to undertake any General course in Year 11, to ensure success.

Senior Course	General / Applied / Additional Learning Option	Prerequisite - applied when confirming course selection at SET Plan, Semester 1
English		
English	General	B in English, C on application
English as an Additional Language	General	B in English, C on application
Literature	General	B in English, C on application
Essential English	Applied	---
Mathematics		
General Mathematics	General	C in Standard Mathematics
Mathematical Methods	General	B in Extension Mathematics
Specialist Mathematics	General	B in Extension Mathematics
Essential Mathematics	Applied	---

Senior Course	General/ Applied/ Additional Learning Option	Prerequisite - applied when confirming course selection at SET Plan, Semester 1
Social Sciences and Languages		
Ancient History	General	C in History **and/or** English
Modern History	General	C in History **and/or** English
Philosophy and Reason	General	C in History **and/or** English
Tourism	Applied	---
Japanese	General	C in Japanese **and** English
Business & Digital Technologies		
Accounting	General	C in English
Business	General	C in English
Economics	General	C in English
Legal Studies	General	C in English
Business Studies	Applied	---
Diploma of Business	VET	C in English
Digital Solutions	General	C in English **and** a Mathematics Subject
Information and Communication Technology	Applied	---
Certificate III Aviation (Remote Pilot)	VET	C in English **and** C in Mathematics
Technologies		
Early Childhood Studies	Applied	---
Certificate III in Hospitality	VET	---
Design Technologies		
Design	General	C in English **and** a Mathematics Subject
Engineering	General	B in Science or C in Science Extension or Introductory Physics **and** B in Mathematics or C in Mathematics Extension **and** C in English
Industrial Graphics Skills	Applied	---
Industrial Technology Skills	Applied	---
Health and Physical Education		
Physical Education	General	C in English **and** B in Physical Education
Sport and Recreation	Applied	---
Certificate III in Fitness	VET	C in English **and** Physical Education

Senior Course	General/ Applied/ Additional Learning Option	Prerequisite - applied when confirming course selection at SET Plan, Semester 1
Science		
Biology	General	B in Science (semester 1) or C in Science Extension, and C in Introductory Biology
Chemistry	General	B in Science (semester 1) or C in Science Extension, and C in Introductory Chemistry
Physics	General	B in Science (semester 1) or C in Science Extension, and C in Introductory Physics and C in Mathematics Extension
Psychology	General	B in Science (semester 1) or C in Science Extension, or C in Introductory Psychology (if studied)
Science in Practice	Applied	C in Science

The Arts		
Dance	General	C in English
Drama	General	C in English or approval through discussion with Drama Teacher
Film, Television and New Media	General	C in English
Music	General	C in English
Music Extension (Composition)	General	B in Year 11 Music
Music Extension (Performance)	General	B in Year 11 Music
Visual Arts	General	C in English
Visual Arts in Practice	Applied	---

VET – No prerequisites
FSK20119 Certificate II in Skills for Work and Vocational Pathways

Year 11 and 12 students:

- **must** study a minimum of 5 General subjects if an ATAR is required
- **must** study either English, Literature, English as an Additional Language **or** Essential English
- **must** study either Mathematical Methods, General Mathematics **or** Essential Mathematics
- **must** study 6 subjects, or the equivalent, in both Year 11 and Year 12
- students electing to undertake Essential English should have a vocational pathway
- students wanting to study Specialist Mathematics must also study Mathematical Methods

Every effort will be made to ensure that student preferences are accommodated, subject to student numbers and timetable constraints.

Senior Subject Additional Requirements

Subject	Requirements
Biology	Fieldwork and camps are essential to the course. It is strongly recommended that students have studied the subject, Introductory Biology, in Year 10
Chemistry	It is strongly recommended that students have studied the subject, Introductory Chemistry, in Year 10
Physics	It is strongly recommended that students have studied the subject, Introductory Physics, in Year 10; and, students also study Mathematical Methods in Year 11 and 12
Psychology	It is strongly recommended that students have studied the subject, Introductory Psychology, in Year 10
Science in Practice	Fieldwork is essential to the course.
Physical Education	75% of assessment is based on written components.
Fitness - Certificate III	Upfront payment of approximately $450 to Fit Education (RTO 32155) is required (exact cost depends on number of students selecting the course). A deposit of $100 must be paid to the school by the end of Term 3, 2023, with the balance due by the end of the second week of the school year in 2024.
Dance	It is strongly recommended that students have studied Dance in either year 9 or 10 or at a private Dance studio.
Drama	It is advantageous that students have studied at least one semester of Drama in Year 9 or 10 and have achieved at least a C standard. Public performances are essential.
Music	It is strongly recommended that students have studied Music in Years 8, 9 and 10 or have had private tuition.
Music Extension	Concurrent enrolment in Year 12 Music. Public performances are essential.
Visual Arts	It is advantageous/recommended that students have studied at least one semester of Visual Arts in Year 9 or 10 and have achieved at least a C standard.
Visual Arts in Practice	It is advantageous/recommended that students have studied at least one semester of Visual Arts in Year 9 or 10 and have achieved at least a C standard
Film, Television and New Media	It is strongly recommended that students have studied Media in Year 9 or 10. Additional time required to film and edit footage.
Diploma in Business	Payment of approximately $2,250 to Barrington College (RTO 45030) is required. All invoices will be sent by Barrington College to students enrolled in the Diploma course. No monies will be transacted with the school. Enrolment fee $250. A monthly instalment plan can be arranged of $100.
Certificate III Aviation	A $100 fee is charged by the provider to cover the cost of Remote Pilot Controllers License Certificate. The course uses VETiS funding.
Design	It is strongly recommended that students achieved a C in Graphical Communication in Year 9 or 10.
Engineering	It is strongly recommended that students achieved a C in Graphical Communication in Year 9 or 10. It is strongly recommended that students also study Mathematical Methods.
Industrial Graphics Skills	It is advantageous/recommended that students have completed at least one semester of Graphics or Graphical Communication in either Years 9 or 10 and have achieved at least a C.
Japanese	It is strongly recommended that students have studied Japanese in Years 7 to 10

Example Senior Pathways

The following is a guide only. Information regarding subject clashes or student numbers have not been used in the creation of these examples.

Certification and Work Readiness

Student A	Student B	Student C	Student D
Essential English Essential Mathematics Sport and Recreation Science in Practice Certificate II Skills for Work TAFE – Cert II Health Support	Essential English Essential Mathematics Tourism Science in Practice Business Studies SAT - Certificate III in Retail	Essential English General Mathematics Business Studies Information Communication and Technologies Tourism RTO – Cert III Aviation	Essential English General Mathematics Industrial Technology Skills Industrial Graphics Skills Sport and Recreation BNWTTC - Cert II Engineering Pathways

ATAR

Student A	Student B	Student C
English Mathematical Methods Specialist Mathematics Chemistry Physics Engineering	English General Mathematics Modern History Philosophy and Reason Legal Studies Business	Literature General Mathematics Drama Dance Film, Television and New Media Visual Arts in Practice

ATAR and Certification

Student A	Student B	Student C
English Mathematical Methods Biology Physical Education Certificate III in Fitness Japanese	Literature General Mathematics Psychology Philosophy and Reason Design Diploma of Business	English Mathematical Methods Design Digital Solutions Business RTO – Certificate III/IV Aviation

Senior Education Profile

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

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

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

Queensland Certificate of Education (QCE)

Craigslea State High School expects all students completing Year 12 to attain a QCE as a minimum qualification standard, unless they are working towards a QCIA.

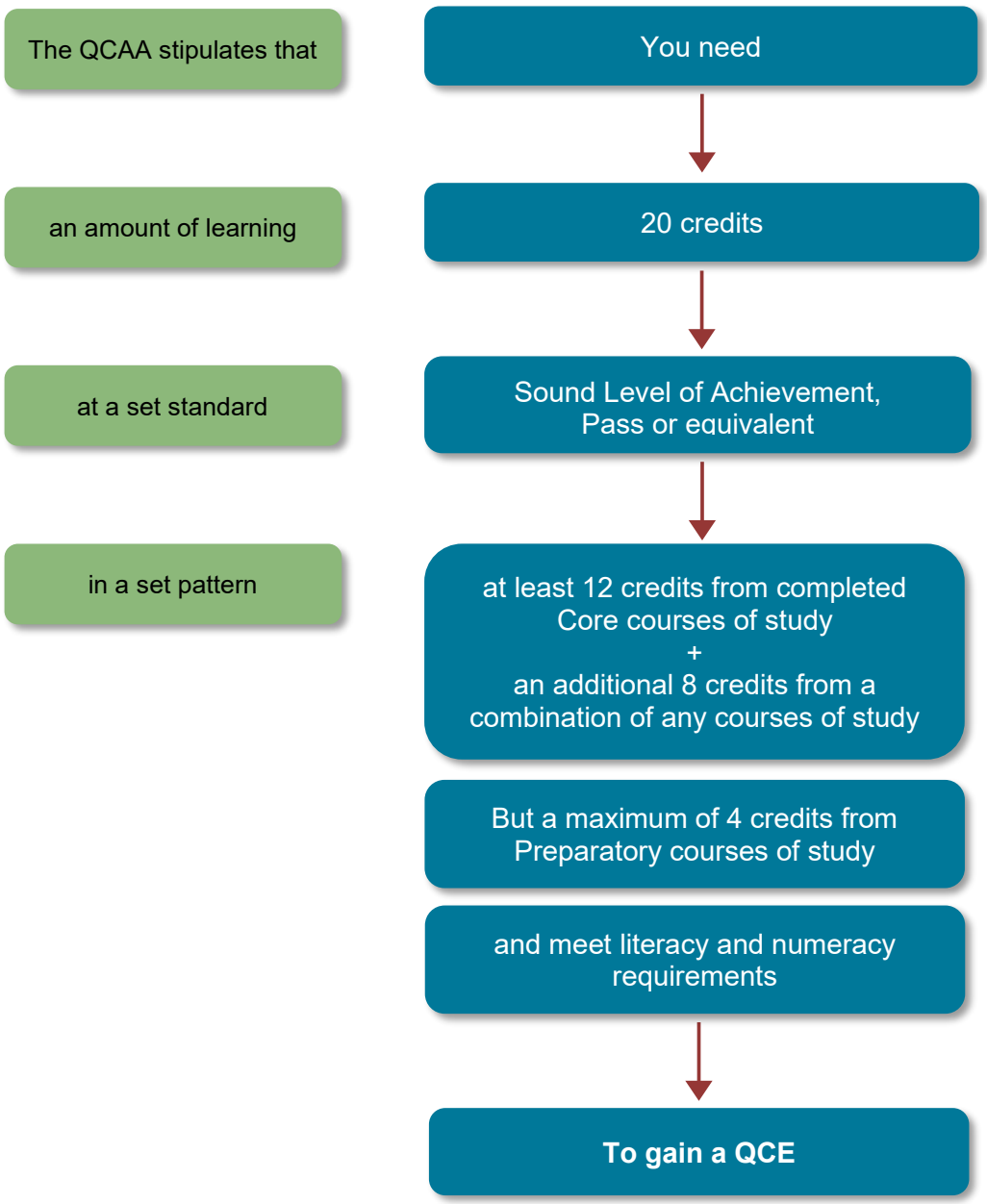
The Queensland Certificate of Education (QCE) qualification will be awarded to eligible students by the Queensland Curriculum and Assessment Authority (QCAA).

QCE Credit and Duplication of Learning

Applied subjects offered at Craigslea State High and Certificate II level VET qualifications offered through external RTOs that have similar subject matter and learning goals (as determined by the QCAA) are considered duplication of learning as outlined in the following table. Therefore, QCE credits are not awarded for all learning.

Applied Subject	VET Qualification through external RTOs	Max QCE Credit
Business Studies	BSB20115 Certificate II in Business BSB20120 Certificate II in Workplace Skills	4
Industrial Technology Skills	MSM20216 Certificate II in Manufacturing Technology	4
Information and Communication Technology	ICT20115 Certificate II in Information, Digital Media and Technology ICT20120 Certificate II in Applied Digital Technologies	4
Sport and Recreation	SIS20115 Certificate II in Sport and Recreation	4
Tourism	SIT20116 Certificate II in Tourism	4
Visual Arts in Practice	CUA20715 Certificate II in Visual Arts	4

The QCE offers flexibility in what, where and when students learn. This means that not all learning needs to take place at school. The QCE recognises broad learning options - academic, vocational education, workplace learning and university subjects. Different types of learning attract different numbers of credits.



Students in Queensland are issued with a Senior Education Profile upon completeion of Year 12. For more detailed information regarding QCAA requirements, including the Senior Statement, you can download the QCE Handbook from the QCAA website.

For more information:

- QCAA website at www.qcaa.qld.edu.au
- My QCE website at www.myqce.qcaa.qld.edu.au
- Department of Education at https://qed.qld.gov.au/

Queensland Certificate of Education Requirements

NB: *Students can plan their QCE pathway and track their progress towards a QCE in their Learning Account on the My QCE website at www.myqce.qcaa.qld.edu.au. This information is subject to change in response to directives from the QCAA.*

To gain a QCE, students need:	an **amount of learning**	at a **set standard**	in a **set pattern**				
	20 credits	Sound Achievement, Pass or equivalent	At least **12 credits** from completed **Core Courses of Study**	+	An additional **8 credits** from a combination of **any courses of study**	+	Meet **literacy and numeracy** requirements

Learning Options and Credit Values:

Core	Credit
At least 12 credits are needed from CORE	
General or Applied subject	up to 4
VET Certificate II	4
VET Certificate III to IV	up to 8
School-based apprenticeships VET Qualification On-the-job hours	up to 6
School-based traineeship	8
Diploma of Business	up to 8
General Extension subjects (e.g. Music Extension)	up to 2

Preparatory	Credit
A maximum of 4 credits can contribute	
VET Certificate I - maximum of 2 can count	up to 4

Complementary	Credit
A maximum of 8 credits can contribute	
A level of a recognised certificate or award in areas such as music, dance, drama, sport or community development	1
A one semester university subject undertaken while at school	2

Achieve the Required Standard…

Course of Study	Set Standard
General subjects and Applied subjects	Unit 1 Satisfactory - 1 credit Unit 2 Satisfactory - 1 credit Units 3 and 4 at least a C - 2 credits
Vocational education and training	Full qualification required
University subjects undertaken while still at school	at least a pass as defined by the course

and include Literacy and Numeracy

Literacy	Numeracy
at least a C in a General or Applied English subject	at least a C in a General or Applied mathematics subject

Australian Tertiary Admission Rank Eligibility (ATAR)

What is an ATAR?

- The ATAR is a fine grained rank order of students.
- It is a number between 0.00 and 99.95 with increments of 0.05.
- The ATAR is commonly used in other states and territories of Australia

The Queensland Tertiary Admissions Centre (QTAC) is responsible for calculating students' ATARs.

Calculating ATARs

QTAC will calculate ATARs based on either:

Best five QCAA General subjects	Best four QCAA General subjects + The best result in a: QCAA Applied subject or Diploma of Business or Certificate III Fitness

- In this system of tertiary entrance, eligibility for an ATAR will require satisfactory completion of a QCAA English subject.
- While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.
- If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.
- At Craigslea SHS we require students, who wish to obtain an ATAR, to study a minimum of 5 General subjects.

For more information:

- QTAC website at www.qtac.edu.au

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.

The QCIA recognises and reports the learning achievements of students who are undertaking an individualised learning program**.**

How the QCIA Works

To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors. Schools identify eligible students and decide the best certification option for each student. Consultation with students and their parents/carers should be central to this decision-making process.

The Individual Learning Program for the QCIA does not have credit value nor does it contribute toward the Queensland Certificate of Education (QCE) or the required pattern of learning for the QCE.

If a student is eligible for the QCIA, they will be able to record achievements for other learning areas of the QCE in their learning account; for example, a course from preparatory learning or vocational education and training (VET). This learning is recorded on the Senior Statement and cannot be duplicated on the QCIA. However, to receive the QCIA, a student must be undertaking a significant Individualised Learning Program.

QCIA more information:

Speak to the Head of Student Support Services or visit the QCAA website at www.qcaa.qld.edu.au

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 a TAFE, or other RTO, course
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

The value of recognised VET programs for schools has become an integral part of a sound general education and as a means to help prepare young people for further education, training, employment, the world of work and more broadly, for life.

A broad definition of VET in schools refers to a “structured sequence of training and education recognised within the National Training Framework”. VET at Craigslea State High School has the following format:

- Students undertake recognised VET through co-operative arrangements with other VET providers
- The QCAA assumes responsibility in relation to accreditation, recognition and registration of VET programs in schools under delegation from Australian Skills Quality Authority
- Programs are available for students undertaking an approved apprenticeship or traineeship while studying for their QCE
- A full VET qualification is based on nationally endorsed competencies

Major Objectives of VET in Schools

VET complements existing secondary studies to provide a broadened post-compulsory school curriculum that caters for a more diverse student cohort. The two options combine to maximise post-school pathways to employment, further education and training. VET provides students with practical, job-related skills along with the underpinning knowledge required for those skills.

Other objectives of VET in schools include:

- The delivery of subjects that have recognised and valued outcomes
- Meeting the curriculum needs and interests of young people and making school learning experiences more relevant to their lives and aspirations
- To be regarded as part of the regular post-compulsory school curriculum and be valued along with all other post-compulsory school programs
- Helping to contextualise learning and reinforce general education outcomes
- Providing appropriate support measures and delivery structures to maximise vocational education and training participation opportunities for disadvantaged students and other agreed target groups
- Providing appropriate career education, guidance and counselling services to maximise pathways for students

Craigslea State High School's VET courses concentrate on the entry-level component of each industry-related course. All courses can be used as pathways for further education. Details of the extent to which programs are offered are explained in the individual department section of this handbook and on the Craigslea State High School website: www.craigsleashs.qld.edu.au.

Craigslea State High School is committed to completing the outlined training and assessment once students have started study in their chosen qualification/s from the course start date, and meeting all of their student responsibilities. Students who enter the course after the start date will have a negotiated package of units that will lead to a statement of attainment.

In the event of losing the specialist trainer, and the Registered Training Organisation being unable to obtain a suitable replacement, Craigslea State High School will, if possible, arrange for agreed training and assessment to be completed through another RTO. Fees may be incurred. Prior to the transfer to another RTO, affected students will be formally notified of the arrangements and an agreement to those arrangements, including any refund of fees, will be obtained. If transfer is not possible, the RTO will gain a written agreement for a subject/course transfer from the student and parent.

Unique Student Identifier (USI)

The Australian Government requires all students studying VET to have a Unique Student Identifier (USI). This includes students who are studying VET in schools. There is no cost to the student. The USI allows students to access their enrolment and achievement record for all VET learning online and no VET records will be lost. Students should record their USI and keep it handy and in a safe place.

RTOs must have a valid USI for a student before issuing a qualification or statement of attainment. This includes school RTOs.

Further information on the USI can be accessed at:

About the USI	http://www.usi.gov.au/About/Pages/default.aspx
Student information	http://www.usi.gov.au/Students/Pages/default.aspx
USI Student portal	https://portal.usi.gov.au/student

School-Based Apprenticeships and Traineeships

A school-based apprenticeship or traineeship offers participants specialist training, qualifications and work experience in their chosen industry, whilst being paid. An apprentice/trainee is contracted to an employer (via a Training Agreement) for a period of time. During this time, the apprentice/trainee acquires the skills and competencies relevant to the occupation through a combination of on-the-job training, and completion of a training program.

The training program may be delivered either totally at the registered provider's facility, totally in the workplace or a combination of both. In return for the training wages received, the apprentice/trainee must work efficiently and co-operatively for the employer. Upon attainment of the competencies required, the apprentice/trainee will be issued with the appropriate qualification.

Attendance

Every day counts at school. While most students attend school consistently, there is a small number of students who are absent from school without an acceptable reason and this may harm their education. Research shows that students with a high record of attendance are more likely to achieve high results in the future. Craigslea State High School has set a target for students to aim for a 95% attendance rate.

Senior Subjects

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

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

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

General Syllabuses

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

Applied Syllabuses

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

Underpinning Factors

- 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.

General Syllabuses

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

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

Applied Syllabuses

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

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

General Syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General Syllabuses Course Overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Extension Syllabuses Course Overview

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

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

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

Assessment

Units 1 and 2 Assessments

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study.

Schools report satisfactory completion of Units 1 and 2 to the QCAA.

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 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%.

External Assessment

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

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

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

Applied Syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied Syllabuses Course Overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment

Essential English and Essential Mathematics - Common Internal Assessment

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

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

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

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

English

General Senior Subject

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.

At Craigslea, the QCAA English learning area is made up of three General senior secondary subjects: English, English as an Additional Language, and Literature. These subjects share common features that include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing, and writing.

All three general subjects are comparable in difficulty.

Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

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.

Pathways

English is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A pass in a General English subject is a common prerequisite for tertiary study.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts *Texts studied: Foreign Correspondent, 4 Corners and other media texts, The Crucible*	**Texts and culture** • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts *Texts studied: Charlie's Country and The Yield*	**Textual connections** • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts *Texts studied: The Great Gatsby, Park Avenue: Power Money and the American Dream*	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts *Texts studied: Victorian poetry, Macbeth*

Assessment

Formative Assessments

In Units 1 and 2, students complete four assessments. Schools devise assessments in Units 1 and 2 to suit their local context. Results in Unit 1 and Unit 2 do not contribute to the calculation of an ATAR.

Unit 1		Unit 2	
Formative internal assessment (FIA1): • Examination- analytical written response • 800-1000 words	25%	Formative internal assessment 3 (FIA3): • Extended response - imaginative written response • 800-1000 words	25%
Formative internal assessment 2 (FIA2): • Extended response - persuasive spoken response • 5-8 minutes	25%	Formative internal assessment 1 (FIA4): • Extended response - written response for a public audience • 1000-1500 words	25%

Summative Assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response - written response for a public audience • 1000-1500 words	25%	Summative internal assessment 3 (IA3): • Extended response - imaginative written response • 800-1000 words	25%
Summative internal assessment 2 (IA2): • Extended response - persuasive spoken response • 5-8 minutes	25%	Summative external assessment (EA): • Examination - analytical written response • 800-1000 words	25%

English

English as an Additional Language

General Senior Subject

A course of study in English as an Additional Language 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.

At Craigslea, the QCAA English learning area is made up of three General senior secondary subjects: English, English as an Additional Language, and Literature. These subjects share common features that include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing, and writing.

All three general subjects are comparable in difficulty.

Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

English as an Additional Language is designed for students for whom English is not their first or home language. It 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. This subject has a focus on analytical writing structures and the mechanics of academic writing.

Pathways

English as an Additional language is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A pass in a General English subject is a common prerequisite for tertiary study.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language, text and culture • Examining and shaping representations of culture in texts • Responding to a variety of media and literary texts • Creating analytical and persuasive texts *Texts studied: Foreign Correspondent, 4 Corners and other media texts*	**Perspectives in texts** • Examining and shaping perspectives in texts • Responding to literary texts, including a focus on Australian texts • Creating imaginative and analytical texts *Text studied: Lion, Looking for Alibrandi*	**Issues, ideas and attitudes** • Exploring representations of issues, ideas and attitudes in texts • Responding to literary and persuasive texts • Creating analytical and persuasive texts *Text studied: Tsotsi, Cellist of Sarajevo*	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts *Text studied: Behind the Beautiful Forevers, Macbeth*

Assessment

Formative Assessments

In Units 1 and 2, students complete four assessments. Schools devise assessments in Units 1 and 2 to suit their local context. Results in Unit 1 and Unit 2 do not contribute to the calculation of an ATAR.

Unit 1		Unit 2	
Formative internal assessment (FIA1): • Examination- analytical written response • 800 -1000 words	25%	Formative internal assessment 3 (FIA3): • Extended response - imaginative spoken response • 5-8 minutes	25%
Formative internal assessment 2 (FIA2): • Extended response - persuasive written response • 800 - 1200 words	25%	Formative internal assessment 1 (FIA4): • Examination- analytical written response • 800 -1000 words	25%

Summative Assessments

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

Unit 3		Unit 4	
Formative internal assessment (FIA1): • Examination- analytical written response • 800 -1000 words	25%	Formative internal assessment 3 (FIA3): • Extended response - imaginative spoken response • 5-8 minutes	25%
Formative internal assessment 2 (FIA2): • Extended response - persuasive written response • 800 - 1200 words	25%	Formative internal assessment 1 (FIA4): • Examination- analytical written response • 800 -1000 words	25%

English

Literature

General Senior Subject

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.

At Craigslea, the QCAA English learning area is made up of three General senior secondary subjects: English, English as an Additional Language, and Literature. These subjects share common features that include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing, and writing.

All three general subjects are comparable in difficulty.

Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

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.

While students will produce work of a similar standard to other general English subjects, they will encounter texts that are more rigorous. Students choosing Literature should love to read and write creatively.

Pathways

Literature is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A pass in a General English subject is a common prerequisite for tertiary study.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts *Texts include but are not limited to: Jasper Jones*	**Texts and culture** • Ways literary texts connect with each other - genre, concepts and contexts • Ways literary texts connect with each other - style and structure • Creating analytical and imaginative texts *Texts include but are not limited to: Pride and Prejudice*	**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 *Texts include but are not limited to: Heart of Darkness, Carpentaria,*	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts *Texts include but are not limited to: King Lear*

Assessment

Formative Assessments

In Units 1 and 2, students complete four assessments. Schools devise assessments in Units 1 and 2 to suit their local context. Results in Unit 1 and Unit 2 do not contribute to the calculation of an ATAR.

Unit 1		Unit 2	
Summative internal assessment 1 (FIA1): • Examination – analytical written response • 800-1000 words	25%	Summative internal assessment 3 (FIA3): • Extended response - imaginative written response • 1500-2000 words	25%
Summative internal assessment 2 (FIA2): • Extended response - imaginative spoken/multimodal response • 6-9 minutes	25%	Summative external assessment (FIA4): • Examination - analytical written response • 800-1000 words	25%

Summative Assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – analytical written response • 800-1000 words	25%	Summative internal assessment 3 (IA3): • Extended response - imaginative written response • 1500-2000 words	25%
Summative internal assessment 2 (IA2): • Extended response - imaginative spoken/multimodal response • 6-9 minutes	25%	Summative external assessment (EA): • Examination - analytical written response • 800-1000 words	25%

English

Essential English

Applied Senior Subject

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.

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

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Pathways

Essential English is an Applied subject suited to students who are interested in pathways beyond school that lead to vocational education, work and some tertiary studies.

Objectives

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

- Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts (job expo) *Texts include but are not limited to: range of media texts*	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts *Texts include but are not limited to: Soul Surfer, Eddie the Eagle (films)*	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences *Texts include but are not limited to: range of media texts*	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts *Texts include but are not limited to: Justice League, Jasper Jones*

Assessment

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

Unit 1	Unit 2
Common internal assessment (FIA1) • Internal assessment- written short response • 400-600 words	Summative internal assessment 3 (FIA3): • Extended response - Multimodal response • 4-6 minutes
Summative internal assessment 2 (FIA2): • Extended response - spoken/signed response • 4-6 minutes	Summative internal assessment (FIA4): • Extended response - Written response • 500-800 words

Summative Assessments

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.

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response - spoken/signed response • 4-6 minutes	Summative internal assessment 3 (IA3): • Extended response - Multimodal response • 4-6 minutes
Summative internal assessment 2 (IA2): • Common internal assessment (CIA) • 400-600 words	Summative internal assessment (IA4): • Extended response - Written response • 500-800 words

Mathematics

General Mathematics

General Senior Subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

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

Mathematics

Mathematical Methods

General Senior Subject

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

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

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

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

Mathematics

Specialist Mathematics

General Senior Subject

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

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

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Summative Assessments

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

Mathematics

Essential Mathematics

Applied Senior Subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

Unit 3		Unit 4
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	15%	Summative internal assessment (IA4): • Examination

Social Sciences and Languages

Ancient History

General Senior Subject

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

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

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

Pathways

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

Objectives

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

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

Structure (Alternate Sequence)

Alternate Sequence A (2023-2024) – Year 11

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world • Digging up the past • Ancient societies - Vikings	**Personalities in their time** • Hatshepsut • Perikles	**Reconstructing the ancient world** • Fifth Century BCE Athens • Early Imperial Rome	**People, power and authority** • Ancient Rome - Civil War and the breakdown of the Republic • Augustus

Alternate Sequence B (2024-2025) – Year 11

Unit 3	Unit 4	Unit 1	Unit 2
Reconstructing the ancient world • Fifth Century BCE Athens • Early Imperial Rome	**People, power and authority** • Ancient Rome - Civil War and the breakdown of the Republic • Augustus	**Investigating the ancient world** • Digging up the past • Ancient societies - Vikings	**Personalities in their time** • Hatshepsut • Perikles

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 on Augustus (2024), Perikles (2025)	25%

Social Sciences and Languages

Modern History

General Senior Subject

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

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Objectives

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

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

Structure (Alternate Sequence)

Alternate Sequence A (2024-2025) – Year 11

Unit 3	Unit 4	Unit 1	Unit 2
National experiences in the modern world • Germany, 1914-1945 • Israel, 1948-1993	**International experiences in the modern world** • Cold War, 1945-1991 • Australian engagement with Asia since 1945	**Ideas in the modern world** • American Revolution, 1763-1783 • Russian Revolution, 1905-1920s	**Movements in the modern world** • Australian Indigenous rights movement since 1967 • Anti-Apartheid movement in South Africa,1948-1991

Alternate Sequence B (2023-2024) – Year 11

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • French Revolution, 1789-1799 • Russian Revolution, 1905-1920s	**Movements in the modern world** • Australian Indigenous rights movement since 1967 • African-American civil rights movement, 1954-1968	**National experiences in the modern world** • Germany,1914-1945 • Israel, 1948-1993	**International experiences in the modern world** • Cold War, 1945-1991 • Australian engagement with Asia since 1945

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 on Australian engagement with Asia since 1945 (2024); Anti-Apartheid movement in South Africa, 1948-1991 (2025).	25%

Social Sciences and Languages

Philosophy and Reason

General Senior Subject

Philosophy and Reason provides opportunities for students to investigate philosophical ideas that have shaped and continue to influence contemporary society, including what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us. Students recognise the relevance of various philosophies to different political, ethical, religious and scientific positions.

Students learn to understand and use reasoning to examine and analyse classical and contemporary ideas and issues, make rational arguments, espouse viewpoints and engage in informed discourse. They analyse arguments from a variety of sources and contexts, formalise arguments and choose appropriate techniques of reasoning to solve problems.

Students develop skills essential to informed participation in the 21st century, such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity and credibility. and collaboration and communication.

Pathways

A course of study in Philosophy and Reason can establish a basis for further education and employment in the fields of business, communication, ethics, journalism, law, politics, professional writing, psychology, science research and teaching.

Objectives

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

- define and use terminology
- explain concepts, methods, principles and theories
- interpret and analyse arguments, ideas and information
- organise and synthesise ideas and information to construct arguments
- evaluate claims and arguments inherent in theories, views and ideas
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason • The learning consists of the fundamental concept, skills, knowledge and understanding of the discipline of philosophy. There are no discrete units in this topic.	**Reason in philosophy** • Philosophy of science • Philosophy of religion	**Moral philosophy and schools of thought** • Moral philosophy • Philosophical schools of thought	**Social and political philosophy** • Rights • Political philosophy

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination - extended response	25%	Summative internal assessment 3 (IA3): • Extended response - analytical essay	25%
Summative internal assessment 2 (IA2): • Extended response - analytical essay	25%	Summative external assessment (EA): • Examination - extended response on political philosophy	25%

Social Sciences and Languages

Tourism

Applied Senior Subject

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

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

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

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

1. **Explain tourism principles, concepts and practices.**
   Students explain principles, concepts and practices related to tourism and use relevant terminology.

2. **Examine tourism data and information.**
   Students select and use data and information to identify features of tourism situations. They draw meaning from the patterns, trends and relationships identified.

3. **Apply tourism knowledge.**
   Students apply their knowledge to determine options. They consider positive implications and negative implications of opportunities and challenges to decide how to contribute to successful tourism.

4. **Communicate responses.**
   Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.

5. **Evaluate projects.**
   Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Tourism and Travel • consider the types of tourism, the reasons for travel and why people choose destinations • identify factors that influence travel choices, such as push factors and pull factors (these factors influence both the choice of destination and the travel itinerary)	**Tourism industry and careers** • explore tourism as an industry that involves a wide range of tourism businesses • examine how the tourism industry is structured, including key stakeholders and relationships • understand the value of the tourism industry in Australia and the employment and career opportunities that the industry provides.	**Tourism marketing** • explore marketing principles, concepts and practices that are used by tourism businesses and organisations • to promote their products to specific audiences.	**Tourism trends and patterns** • investigate the influence of tourism trends and patterns • consider how patterns of growth and decline in some tourism destinations both directly and indirectly create opportunities or challenges for the future of the tourism industry for a particular destination.

Assessment

When each student exits the course of study, an A-E exit result is determined based on each of the four summative internal assessments.

For Tourism, the student's exit result is determined using two assessment techniques:

- project
- investigation

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation - Marketing campaign evaluation	25%	Summative internal assessment 3 (IA3): • Investigation - Tourism trends	25%
Summative internal assessment 2 (IA2): • Project - Tourism promotion	25%	Summative external assessment (IA4): • Project - Sustainable tourism guide	25%

Social Sciences and Languages

Japanese

General Senior Subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination - short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination - combination response	30%	Summative external assessment (EA): • Examination - combination response	25%

Business & Digital Technologies

Accounting

General Senior Subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

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

Business & Digital Technologies

Business

General Senior Subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation • 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%

Business & Digital Technologies

Economics

General Senior Subject

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

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

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

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science. Anyone who is planning to study any business course at university level is strongly encouraged to study economics.

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models • The basic economic problem • Economic flows • Market forces	**Modified markets** • Markets and efficiency • Case options of market measures and strategies	**International economics** • The global economy • International economic issues	**Contemporary macroeconomics** • Macroeconomic objectives and theory • Economic management

Assessment

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

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

Summative Assessments

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

Business & Digital Technologies

Legal Studies

General Senior Subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt • 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 • The effectiveness of international law • Human rights in Australian contexts

Assessment

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

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

Summative Assessments

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

Business & Digital Technologies

Business Studies

Applied Senior Subject

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

Students develop their business knowledge and understanding through applying business practices and business functions in business contexts, analysing business information and proposing and implementing outcomes and solutions in business contexts.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

Pathways

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

Objectives

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

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

Structure

The Business Studies course is designed around core and elective topics. The elective learning occurs through business contexts.

Core Topics	Elective Topics	
Fundamentals of reason • Business practices, consisting of Business fundamentals, Financial literacy, Business communication and Business technology • Business functions, consisting of Working in administration, Working in finance, Working with customers and Working in marketing	**Reason in philosophy** • Entertainment • Events management • Financial services • Health and well-being • Insurance • Legal • Media • Mining	**Social and political philosophy** • Not-for-profit • Real estate • Retail • Rural • Sports management • Technical, e.g. manufacturing, construction, engineering • Tourism • Travel

Assessment

For Business Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- at least one project
- no more than two assessment instruments from any one technique.

Summative Assessments

Project	Extended Response	Examination
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500-900 words • spoken: 2½-3½ minutes • multimodal: 3-6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600-1000 words • spoken: 3-4 minutes • multimodal: 4-7 minutes.	• 60-90 minutes • 50-250 words per item on the test

Business & Digital Technologies

Diploma of Business (BSB50120)

VET Course

Barrington College Australia RTO 45030

The Diploma of Business will provide students with an understanding of effective business practices and prepare them for employment opportunities across a range of business disciplines. The Diploma can be used to create further educational and employment opportunities and as a pathway into university. In addition, it may provide academic credit towards undergraduate study. The course will be facilitated by an outside agency. A fee for the course will be charged (payment plans can be arranged).

Students undertake Diploma of Business studies at school alongside their regular senior school curriculum. This course is delivered after school for approximately 2½ hours, once a week.

Course Duration

The course will be delivered over a period of 18 months alongside self-paced study.

Pathways

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

Structure - 12 Units

Core Units - 5 Units		Elective Units - 7 Units	
BSBCRT511	Develop Critical Thinking in Others	**BSBHRM525**	Manage Recruitment and Onboarding
BSBFIN501	Manage Budgets and Financial Plans	**BSBOPS504**	Manage Business Risk
BSBOPS501	Manage Business Resources	**BSBPMG430**	Undertake Project Work
BSBXCM501	Lead Communication in the Workplace	**BSBTWK503**	Manage Meetings
BSBSUS511	Develop Workplace Policies and Procedures for Sustainability	**BSBPEF502**	Develop and Use Emotional Intelligence
		BSBCMM411	Make a Presentation
		BSBMKG541	Identify and Evaluate Marketing Opportunities

Assessment

Assessment is competency-based and evidence will be collected throughout the course.

Why Study a Diploma of Business

- Qualification provides students with ATAR equivalency and up to eight QCE points
- Potential academic credit towards university undergraduate degrees
- Achieve a nationally accredited qualification while still at high school
- Established university pathways
- Personalised study experience and strong student support
- Competency-based learning that prepares students for the workplace and entrepreneurial pursuit

Business & Digital Technologies

Digital Solutions

General Senior Subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code • 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	20%	Summative internal assessment 3 (IA3): • Project - folio	25%
Summative internal assessment 2 (IA2): • Project - digital solution	30%	Summative external assessment (EA): • Examination	25%

Business & Digital Technologies

Information and Communication Technology

Applied Senior Subject

Information and Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pathways

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

Objectives

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

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society
- analyse ICT problems to identify solutions
- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problem-solving processes and solutions, and make recommendations.

Structure

Core Topics	Elective Contexts	
• Hardware • Software • ICT in society	• Animation • Application development • Audio and video production • Data management • Digital imaging and modelling • Document production	• Network fundamentals • Online communication • Website production

Assessment

For Information & Communication Technology, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects
- at least one extended response.

Project	Extended Response
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
A project consists of a product component and at least one of the following components: • written: 500-900 words • spoken: 2½-3½ minutes • multimodal: 3-6 minutes • product: continuous class time.	Presented in one of the following modes: • written: 600-1000 words • spoken: 3-4 minutes • multimodal: 4-7 minutes.

Business & Digital Technologies

Certificate III in Aviation (Remote Pilot) (AV130419)

VET Course
Australian Unmanned Systems Academy ASQA RTO 45260
CASA Approved RePL Training AVI30419

The Certificate III in Aviation (Remote Pilot) is the foundation for a career in the exciting and rapidly evolving unmanned aviation and aerospace industry.

The qualification is relevant to individuals operating remotely piloted aircraft systems (RPAs); within visual line of sight (VLOS):

- 400 feet above the ground (AGL);
- Day visual meteorological conditions (VMC);
- Outside of controlled airspace;
- Greater than three nautical miles from an aerodrome; and
- Outside populous areas.

This qualification contributes to the requirement for certification by the Civil Aviation Safety Authority (CASA) as described in Civil Aviation Safety Regulation (CASR) Part 101 Division 101.F.3-Certification of UAV controllers.

Pathways

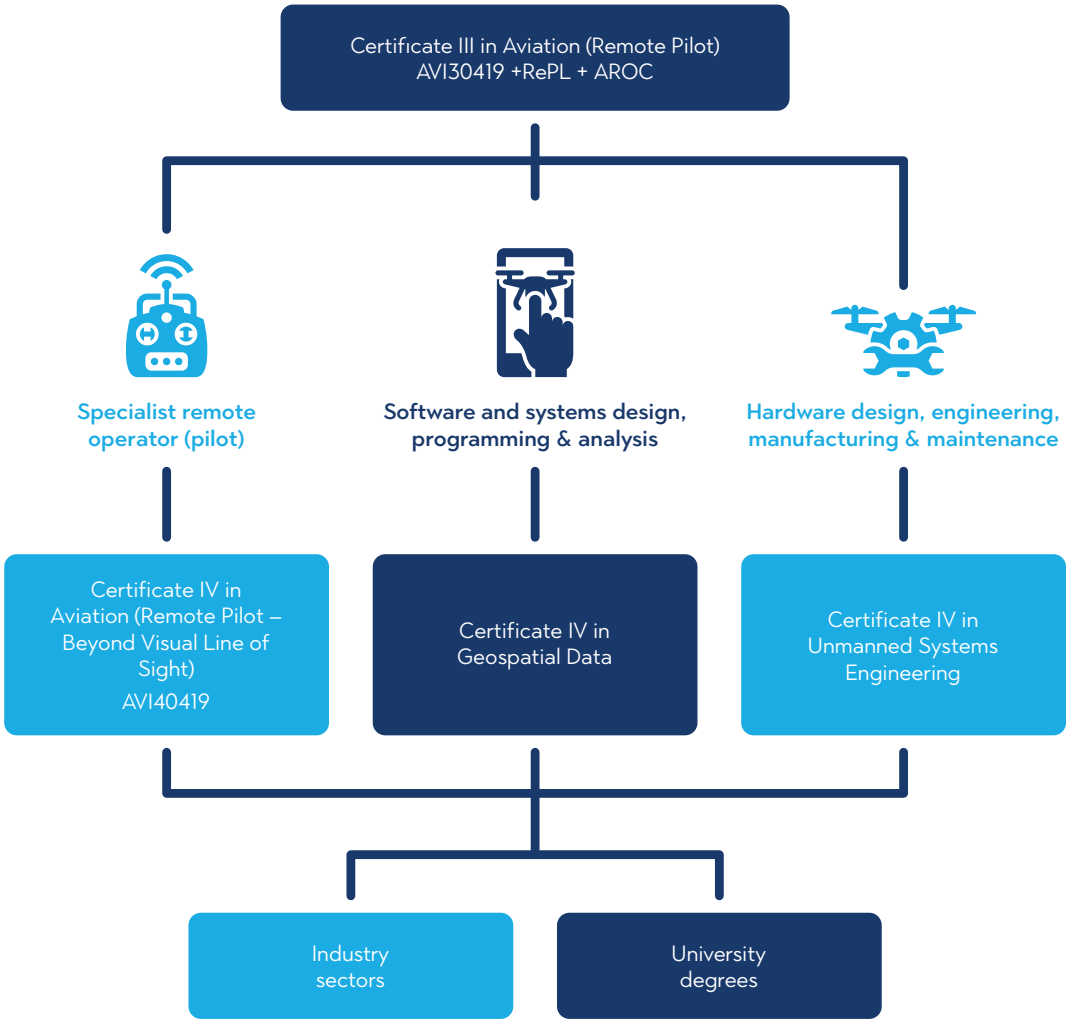
A pathway for further study or higher education provides three streams of professional development.

❖ Specialist Remote Operator (pilot)
- Drone piloting requires technical capability as well as an understanding of relevant laws and regulations. You need to be a well-disciplined critical thinker with a strong work ethic. Attention to detail, situational awareness, self-confidence, humility, excellent communication skills, enthusiasm for learning and the ability to remain calm under pressure.

❖ Software and Systems Design, Programming and Analysis
- Drone operations software engineers are in high demand. The integration of artificial intelligence and advanced machine learning algorithms is expanding drone capabilities, and drone manufacturers and software developers to support their research and development and increase product automation.

❖ Hardware design, engineering, manufacturing and maintenance
- Hardware engineers help to make the drones lighter, faster, more durable and specialised.

Australian Unmanned Systems Academy – Aviation and Aerospace Career Pathway



QCE Credit	Up to 7 credits
Entry Requirement	Year 11 or Year 12 English Proficiency (C in Year 10) Mathematical Proficiency (C in Year 10)
Delivery	Year-long course delivered at school Two and a half to three hours per week after school
Fee Structure	The course is delivered as part of the Queensland Government's VET in Schools programs (VETiS) and as such is delivered at no tuition cost to students. There is a Civil Aviation Safety Authority (CASA) fee of $100 for issuance of a Remote Pilots Licence (RePL) and aeronautical Radio Operator Certificate (AROC) For students who do not qualify under the QLD Government's VET in Schools Program or other programs, the course fee is $3190 (as at June 2023) inclusive of CASA RePL and AROC fees.
Mode of Assessment	In class observations and demonstration Oral questioning Written Practical in-flight training and industry work experience Simulator training Online presentations and assessment
Resources Provided	All courseware Commercial grade RPAS (drones) Professional pilot instructors Advanced software in The Loop Simulators Online e-Learning support
Core Units of Study – 14 Units	AVIE0003 Operate aeronautical radio AVIF0021 Manage human factors in remote pilot aircraft systems operation AVIW0004 Perform operational inspections on remote operated systems AVIY0053 Manage remote pilot aircraft systems energy source requirement AVIY0032 Apply RPAS payload and configuration management principle AVIY0031 Apply the principles of air law to remote pilot aircraft systems operations AVIY0052 Control remote pilot aircraft systems on the ground AVIY0023 Launch, control and recover a remotely piloted aircraft AVIW0028 Operate and manage remote pilot aircraft systems AVIH0006 Navigate remote pilot aircraft systems AVIZ0005 Apply situational awareness in remote pilot aircraft systems operations AVIY0027 Operate multi-rotor remote pilot aircraft systems AVIY0026 Conduct aerial applications using remote pilot operated systems AVIW0007 Perform aerial mapping and modelling using remote pilot aircraft systems
Qualification Awarded	Certificate III Aviation (Remote Pilot) Civil Aviation Safety Authority Remote Pilot Controllers License Certificate (RePL) Civil Aviation Safety Authority Aeronautical Radio Operators Certificate (AROC) Civil Aviation Safety Aviation English Language Proficiency Test (A-ELP)
Experience Gained	Applied and meaningful work experience with an industry leader Basic Crew Resource Management (CRM)

Technologies

Early Childhood Studies

Applied Senior Subject

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Pathways

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

Objectives

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

1. Investigate the fundamentals and practices of early childhood learning.
2. Plan learning activities
3. Implement learning activities
4. Evaluate learning activities

Structure

The Early Childhood Studies is a four-unit course of study.

Unit Topics
Play and Creativity
Literacy and Numeracy
Children's development
Children's wellbeing
Indoor and outdoor environments
The early childhood education and care sector

Assessment

For Early Childhood Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- two investigations
- two projects.

• Project	• Investigation
Investigate fundamentals and practices in early childhood learning Plan a play-based learning activity focused on relevant topic Implement a play-based learning activity focused on relevant topic Evaluate the effectiveness of the play-based learning activity in response to children's needs	Investigate fundamentals and practices in early childhood learning Plan a play-based learning activity focused on relevant topic Evaluate the effectiveness of the play-based learning activity in response to children's needs
Play-based learning activity (play/creativity) • Implementation of activity: up to 5 minutes Planning and evaluation • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Technologies

Certificate III in Hospitality (SIT30616)

VET Course

Training Direct Australia RTO 323555

The Certificate III in Hospitality will provide students with an understanding of working in a variety of hospitality settings, such as, restaurants, hotels, motels, catering operations, clubs, pubs, cafes, and coffee shops. The Certificate can be used to create further educational and employment opportunities and as a pathway into other VET courses. The course will be facilitated by an outside agency.

Students undertake the Certificate course of study at school alongside their regular senior school curriculum.

Course Duration

The students will be taken out of class for a full day to complete the qualification. All training will be provided at school in the industrial kitchens by Training Direct Australia (RTO 32355).

Pathways

A course of study in a Certificate of Hospitality can establish a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations clubs, pubs, cafes and coffee shops.

Costs

For eligible applicants, the Queensland Department of Employment, Small Business and Training can fund this training for SIT20316, Certificate II in Hospitality component of the qualification through VETiS. The remaining units for SIT30616, Certificate III in Hospitality will be charged on a Fee-For-Service basis.

For more information on VETiS, visit http://desbt.qld.gov.au/training/providers/funded/vetis

Structure - 15 Units – SIT30616 Certificate III in Hospitality

Core Units - 7 Units		Elective Units - 8 Units	
BSBWOR203	Work effectively with others	**SITXFSA001**	Use hygienic practices for food safety
SITHIND002	Source and use information on the hospitality industry	**SITXFSA002**	Participate in safe food handling practices
SITHIND004	Work effectively in hospitality service	**SITHCCC002**	Prepare and present simple dishes
SITXCCS006	Provide service customers	**SITHCCC003**	Prepare and present sandwiches
SITXCOM002	Show social and cultural sensitivity	**SITHFAB002**	Provide responsible service of alcohol
SITXHRM001	Coach others in job skills	**SITHFAB004**	Prepare and serve non-alcoholic beverages
SITXWHS001	Participate in safe work practices	**SITHFAB005**	Prepare and serve espresso coffee
		SITHFAB007	Serve food and beverage

SIT20316 - Certificate II in Hospitality Additional Units of Competency

Units	Units
SITXCCS003 Interact with customers	**SITHIND003** Use hospitality skills effectively

Assessment

Assessment is competency-based and evidence will be collected throughout the course.

Why Study a Certificate of Hospitality

- Qualification provides students with QCE points
- Achieve a nationally accredited qualification while still at high school
- Established pathways
- Personalised study experience and strong student support
- Competency-based learning that prepares students for the workplace and entrepreneurial pursuit

Design Technologies

Design

General Senior Subject

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

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They 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.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

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:

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- 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
Design in practice • Experiencing design • Design process • Design styles	**Commercial design** • Explore - client needs and wants • Develop - collaborative design	**Human-centred design** • Designing with empathy	**Sustainable design** • Explore - sustainable design opportunities • Develop - redesign

Assessment

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

Formative Assessments

Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): • Examination	15%	Formative internal assessment 3 (FIA3): • Examination	15%
Formative internal assessment 2 (FIA2): • Project folio	35%	Formative internal assessment 4 (FIA4): • Project - folio	35%

Summative Assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination - design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination - design challenge	25%

Design Technologies

Engineering

General Senior Subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

Formative Assessments

Unit 3		Unit 4	
Formative internal assessment 1 (FIA1): • Project - folio	25%	Formative internal assessment 3 (FIA3): • Project - folio	25%
Formative internal assessment 2 (FIA2): • Examination	25%	Formative internal assessment 4 (FIA4): • Examination	25%

Summative Assessments

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

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

Design Technologies

Industrial Graphics Skills

Applied Senior Subject

Industrial Graphics Skills focuses on the underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills.

Drafting processes developed in the subject combine drawing skills and procedures with knowledge of materials and tools to produce industry-specific technical drawings. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to local needs, available resources and teacher expertise.

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. 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 doing drafting and modelling tasks, students develop transferrable skills relevant to a range of industry-based electives and future employment opportunities. By the conclusion of the course they:

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

Structure

The Industrial Graphics Skills course is designed around:

- 2 core topics (Industry Practices and Production Processes), which are integrated throughout the course
- 2 elective topics, organised in industry areas such as Building and Construction, Engineering drafting and Furnishing; and
- 2 modelling tasks where a student constructs as a model an item for which they have produced drawings previously

Assessment

For Industrial Graphics Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and this consists of four instruments, including:

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

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

Design Technologies

Industrial Technology Skills

Applied Senior Subject

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

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

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of engineering and furnishing.

Objectives

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

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

Structure

The Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

Core Topics	Industry Area	Elective Topics
• Industry practices • Production processes	Engineering	• Sheet metal working • Welding and fabrication • Fitting and machining
	Furnishing	• Cabinet-making • Furniture finishing • Furniture-making • Glazing and framing • Upholstery

Assessment

For Industrial Technology Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and this consists of four instruments, including:

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

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

Health and Physical Education

Physical Education

General Senior Subject

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

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

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

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

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

Health and Physical Education

Sport and Recreation

Applied Senior Subject

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

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

For Sport and Recreation, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

Project	Investigation	Extended Response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500-900 words • spoken: 2½-3½ minutes • multimodal: 3-6 minutes • performance: 2-4 minutes.*	Presented in one of the following modes: • written: 600-1000 words • spoken: 3-4 minutes • multimodal: 4-7 minutes.	Presented in one of the following modes: • written: 600-1000 words • spoken: 3-4 minutes • multimodal: 4-7 minutes.	• 2-4 minutes*	• 60-90 minutes • 50-250 words per item

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

Health and Physical Education

Certificate III in Fitness (SIS30315)

VET Course
Fit Education RTO 32155

Certificate III Fitness is a two year fee-paying Vocational Education and Training course aimed at providing students with the opportunity to attain a nationally recognised qualification. Note: Please be aware that this is an **upfront fee-paying course (approx. $450)**.

The course is delivered through Fit Education and students exit the course with a Certificate III in Fitness, Certificate II in Sports Coaching and their First Aid Certificate. This is a prerequisite for students wanting to enter a career in the fitness industry or wanting to pursue a career in personal training.

This is an exciting course that is constantly evolving. It is delivered on site by the Health and Physical Education staff but all of the compulsory assessment is delivered through Fit Education staff using online modules. This allows students to progress at their own rate.

To be eligible for this course, students are encouraged to have participated in all compulsory elements of Year 10 Physical Education, as well as achieved a C in Year 10 English. Students who have not demonstrated a commitment to participation will not be eligible to participate in the diverse activities in the senior program.

Pathways

The Certificate III in Fitness provides valuable learning experiences and prior learning credit for the Certificate IV course in Fitness which has direct links to personal training.

Structure

The Certificate III in Fitness course units include:

Topics	Topics
• Anatomy and Physiology • Healthy Eating • Health & Fitness Screening • Client Assessment/Deliver Gym Programs • Deliver Instruction for Fitness & Training	• Equipment Maintenance • OH & S / Risk Assessment • Training Children • Working in the Sport & Recreation Industry

Assessment

Students complete modules designed by Fit Education (32155) which cover all theoretical elements of the course. These are self-paced and based around computer usage.

Practical Assessment

Modules		
• Performance of First Aid • Gym Instruction • Orientation and Health Screening	• Fitness Testing • OH & S • Program Design	• Training Children • Group Exercise • Nutritional Advice

Science

Biology

General Senior Subject

Biology provides opportunities for students to engage with living systems.

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

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

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

<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</td></tr>
</table>

Science

Chemistry

General Senior Subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

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

Science

Physics

General Senior Subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

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

Science

Psychology

General Senior Subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

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

Science

Science in Practice

Applied Senior Subject

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

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, e.g. 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:

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence

Structure

The Science in Practice course is designed around core topics and at least three electives.

Core Topics	Elective Topics
• Scientific literacy and working scientifically • Workplace health and safety • Communication and self-management	• Science for the workplace • Resources, energy and sustainability • Health and lifestyles • Environments • Discovery and change

Assessment

For Science in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least one investigation based on primary data
- a range of assessment instruments that includes no more than two assessment instruments from any one technique.

Project	Investigation	Collection of Work	Extended Response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response to a series of tasks relating to a single topic in a module of work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500-900 words • spoken: 2½-3½ minutes • multimodal: - non-presentation: 8 A4 pages max (or equivalent) - presentation: 3-6 minutes • performance: continuous class time • product: continuous class time	Presented in one of the following modes: • written: 600-1000 words • spoken: 3-4 minutes • multimodal: - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4-7 minutes.	At least three different components from the following: • written: 200-300 words • spoken: 1½-2½ minutes • multimodal: - non-presentation: 6 A4 pages max (or equivalent) - presentation: 2-3 minutes • performance: continuous class time • test: - 20-30 minutes - 50-250 words per item.	Presented in one of the following modes: • written: 600-1000 words • spoken: 3-4 minutes • multimodal: - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4-7 minutes.	• 60-90 minutes • 50-250 words per item

The Arts

Dance

General Senior Subject

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

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

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

Pathways

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

Studying Dance allows students to explore the following associated skills and prepares students for higher education, work and engagement in a complex and rapidly changing world.

• Analytical Thinking • Effective oral and written communication • Adaptability/flexibility	• Generating and applying new ideas • Recognising and using diverse perspectives • Accessing and analysing information

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies *How does dance communicate meaning for different purposes and in different contexts?* • 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

Formative Assessments

Schools devise assessments in Units 1 (Musical Theatre and Contemporary) and 2 (Contemporary fused with genre of choice).

Unit 1	Unit 2
Formative assessment • Performance - Contemporary • Choreography - Contemporary	Formative assessment • Project - dance work • Examination - Extended Response

Summative Assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance - Contemporary	20%	Summative internal assessment 3 (IA3): • Project - dance work - Contemporary fused with a genre of choice (e.g. jazz, hip hop, ballet)	35%
Summative internal assessment 2 (IA2): • Choreography - Contemporary	20%		
Summative external assessment (EA): 50% • Examination			

The Arts

Drama

General Senior Subject

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

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

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

Pathways

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

Studying Drama allows students to explore all the 21st century skills; including the following associated skills and prepares students for higher education, work and engagement in a complex and rapidly changing world.

• Intellectual flexibility and analytical thinking • Innovation, initiative and enterprise • Communicating ideas effectively with diverse audiences	• Recognising and using diverse perspectives • Leadership and character development • Communication, teamwork and collaborative skills

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share **Storytelling** *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** **Realism/Australian Gothic/Magical Realism** *How is drama shaped to reflect lived experience?* • associated conventions of styles and texts	**Challenge** **Contemporary Political Theatre** *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** **Contemporary Performance Practices** *How can you transform dramatic practice?* • associated conventions of styles and texts • inherited texts as stimulus

Assessment

Formative Assessments

Schools devise assessments for Year 11 - Unit 1 and Unit 2.

Unit 1	Unit 2
Formative assessment • Performance - Scripted Drama • Drama Concept - Storytelling	Formative assessment • Project Led-Project (Directorial Seminar & Performance) - Australian Gothic/ Magical Realism • Examination - Extended Response

Summative Assessments

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

The Arts

Film, Television and New Media

General Senior Subject

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

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

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

Pathways

A course of study in Film, Television and 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.

Studying Film, TV and New Media allows students to explore the following associated skills and prepares students for higher education, work and engagement in a complex and rapidly changing world.

• Problem solving and decision making • Communicating ideas effectively with diverse audiences • Resilience and self-awareness • Participating and contributing	• Creativity and flexibility • Time, people and self-management • Leadership and relating to others • Being a productive user of technology and a responsible digital citizen

Objectives

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

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

Structure

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

Assessment

Formative Assessments

Unit 1		Unit 2	
Formative internal assessment 1: • Case study investigation	15%	Formative internal assessment: • Genre Project	35%
Formative internal assessment 2: • Foundation Project (Design and Production)	25%	Formative assessment: • Examination - Extended Response	25%

Summative Assessments

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic project	35%
Summative internal assessment 2 (IA2): • Multi-platform project	25%		
Summative external assessment (EA): 25% • Examination - extended response			

The Arts

Music

General Senior Subject

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

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

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

Pathways

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

Studying Music allows students to explore the following associated skills and prepares students for higher education, work and engagement in a complex and rapidly changing world.

• Reflecting and evaluating • Creativity • Effective oral and written communication	• Participating and contributing • Time management, planning and organising • Accessing and analysing information

Objectives

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

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

The Arts

Music Extension - Composition

General Senior Subject

Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. 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.

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:

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

Structure

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

Assessment

In Units 3 and 4 students complete four summative assessments.

The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E).

Summative Assessments

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

The Arts

Music Extension - Performance

General Senior Subject

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

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:

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply technical skills
- interpret music elements and concepts
- realise music ideas

Structure

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

Assessment

In Units 3 and 4 students complete four summative assessments.

The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E).

Summative Assessments

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

The Arts

Visual Arts

General Senior Subject

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

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

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

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

Pathways

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

Studying Visual Art allows students to explore the following associated skills and prepares students for higher education, work and engagement in a complex and rapidly changing world.

• analytical thinking and problem solving • using images, symbols and text • cultural and global awareness	• generating and applying creative ideas • recognising and using diverse perspectives • productive use of digital technology

Objectives

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

- Implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning

Structure

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

Assessment

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

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

Summative Assessments

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

The Arts

Visual Arts in Practice

Applied Senior Subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Core	Electives	
• Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation	• 2D • 3D • Digital and 4D	• Design • Craft

11 - Unit 1	Unit 2	Unit 3	12 - Unit 4	Unit 5	Unit 6
Celebration	**Deconstruction**	**Fantasy and Science-Fiction**	**Showtime**	**Festival**	**Advocacy**
2D printmaking	3D	Design	Design	2D Printmaking	3D
- Print folio - Cultural investigation	- 3D series - Recycled research catalogue	- Design folio - Design product - Fantasy / science fiction research catalogue	- Design folio - Design product - Production review	- Print folio - Festival investigation	- 3D series - Advocacy multimodal presentation

Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

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

Work Education

Certificate II in Skills for Work & Vocational Pathways (FSK20119)

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

It is suitable for individuals who require:

- a pathway to employment or further vocational training
- reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

Foundation Skills Training Package qualification may not be listed as an entry requirement for vocational qualifications. The FSK20119 course is designed to support achievement of vocational competency so that students can gain entry-level skills across various industries as well as provide a pathway into other VET courses.

Students complete a variety of tasks in order to demonstrate their competency as required by each Unit of Competency, this includes assessment of the following: required skills and knowledge; elements and performance criteria; critical aspects of evidence.

Students will complete the following units of competency within topics – Work-related learning, Personal Health & Wellbeing, Workplace Safety, Marketing & Design, Purchasing & Acquisitions, Accounts & Payroll, and Delivery & Despatch.

Units of Competency

Code	Module
FSKLRG011	Use routine strategies for work-related learning
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate routine metric measurements for work
FSKNUM017	Use familiar routine maps and plans for work
FSKOCM007	Interact effectively with others at work
FSKWTG008	Complete routine workplace formatted texts
FSKRDG008	Read and respond to information in routine visual and graphic texts
FSKWTG009	Write routine workplace texts
FSKRLG009	Use strategies to respond to routine workplace problems
FSKRDG010	Read and respond to routine workplace information
FSKDIG002	Use digital technology for routine and simple workplace tasks
SIRXHWB001	Maintain personal health and wellbeing
SIRXWHS002	Contribute to workplace health and safety
ICPSUP2810	Use computer systems in the printing and graphic arts sectors

Education Services

Craigslea State High School is committed to inclusive practices and Education Services provides an inclusive program of support within the school's learning community. Students with disability and additional learning needs participate in classes with their peers and access differentiated teaching and/or reasonable adjustments to meet their needs. For those students requiring intensive teaching, specific classes and/or extra supports will be made available where appropriate. Each student's educational support needs are determined on an individual basis and may change as they mature and progress.

In the Senior Phase of Learning all students work towards achieving the Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). Students and their parents receive support during the Senior Education and Training (SET) planning phase in Year 10 to make appropriate decisions about their pathway and subject choices.

Queensland Certificate of Education (QCE) Pathway

To be awarded a QCE, students must have at least 20 credits in the required pattern, and fulfil literacy and numeracy requirements. SEP students are monitored and supported to meet the demands of their course load.

Queensland Cert of Individual Achievement (QCIA) Pathway

A very small number of students will need to be supported more extensively through Years 11 and 12 and can therefore access a highly individualised program through a QCIA Pathway. This pathway focuses on preparation for the workplace and learning how to become a responsible community member. Students access modified curriculum as part of their individualised program.

Program Manager

An Education Services teacher is allocated as program manager for certain students with significant educational adjustment. Their role is to monitor and support students' progress and specific needs at school. This person is the first point of contact for parents/caregivers, should they have any concerns. The program manager also works closely with classroom teachers and supports student engagement and achievement in learning.

Student Adjustments Profile

Each student with significant educational adjustment will have a plan compiled by their program manager to provide classroom teachers and support staff with information and classroom strategies to implement that will help the student access and engage in learning with success.

In-class Support

Teachers and teacher aides support students as they participate in their classes. This assists individual students to achieve success in their educational programs. Support in classrooms assists with safety, engagement, understanding, participation, social interactions and achievement.

Tutorial Support Classes

Where timetabling allows, some students with disability are able to access extra time and teacher assistance to meet the requirements of their course load.

Work Experience

In senior years, students with significant Physical and Intellectual Impairments are given the opportunity to take part in work experience, school-based traineeship options and vocational courses, as appropriate, in order to build skills in preparation for employment.

Access Arrangements and Reasonable Adjustments (AARAs)

For Unit1, 2, 3 & 4 the program manager supports senior students to apply for an AARA based on the functional impact/s of the condition for which AARAs are sought. The types of AARA possible depend on a student's individual circumstances and the assessment task. Some common AARAs include: extra time, rest breaks, a reader and/or scribe.

For further information, please contact the Head of Education Services

Please visit our website:

www.craigsleashs.eq.edu.au