Department of Education
Trading as Education Queensland International
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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 Years 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 In the event that there are inadequate student selections for a particular subject, it may be withdrawn from our offerings.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

Mick Leigh
Principal

Introduction

Contained in this guide are outlines of the courses offered at Craigslea State High School for students transitioning to Year 11 in 2027. 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

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 and Hospitality 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.
Academic	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.
Academic & Certification	Academic course with either: - Cert III Fitness - Certificate II/III in Hospitality - Cert III Laboratory Skills - Cert III in 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	---
Legal Studies	General	C in English
Early Childhood Studies	Applied	---
Languages		
Japanese	General	C in Japanese **and** English
Business & Digital Technologies		
Accounting	General	C in English C in Math
Business	General	C in English
Economics	General	C in English C in Math
Business Studies	Applied	---
Certificate III in Business/Certificate II Applied Digital Technologies	VET	C in English, successful completion of LLN test
Digital Solutions	General	C in English **and** a Mathematics Subject
Information and Communication Technology	Applied	---
FSK20119 Certificate II in Skills for Work and Vocational Pathways	VET	No prerequisites
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	---
Technologies		
Certificate II in Hospitality	Certificate II in Hospitality	Certificate II in Hospitality

Senior Course	General/ Applied/ Additional Learning Option	Prerequisite - applied when confirming course selection at SET Plan, Semester 1
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
Science		
Biology	General	B in Science or C in Science Extension, and C in English (semester 1), and C in an Introductory Science subject (Semester 2)
Chemistry	General	B in Science or C in Science Extension, and C in English (semester 1), and C in an Introductory Science subject (Semester 2)
Marine Science	General	B in Science or C in Science Extension, and C in English (semester 1), and C in an Introductory Science subject (Semester 2)
Physics	General	B in Science or C in Science Extension, C in English and C in Mathematics Extension (semester 1), and C in an Introductory Science subject (Semester 2)
Psychology	General	B in Science or C in Science Extension, and C in English (semester 1), and C in an Introductory Science subject (Semester 2)
Science in Practice	Applied	C in Science
Cert III in Laboratory Skills	VET	C in Science **and** C in English
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	---
Arts in Practice	Applied	

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
Marine Science	Fieldwork and camps are essential to the course. It is strongly recommended that students have studied the subject, Introductory Biology, 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.
Laboratory Skills	Payment of approximately $30 is required upfront, with the balance of approximately $400 payable across 2026-2027. The course materials and assessments are provided by AIET through their online platform.
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, 2025, with the balance due by the end of the second week of the school year in 2026.
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.
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 Services	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 II/III Hospitality	Essential English General Mathematics Industrial Technology Skills Industrial Graphics Skills Sport and Recreation BNWTTC – Complementary Cert II course

Academic

Student A	Student B	Student C
English Mathematical Methods Specialist Mathematics Chemistry Physics Engineering	English as an Additional Language General Mathematics Chemistry Design Business Accounting	Literature General Mathematics Biology Drama Film, Television and New Media Visual Arts in Practice

Academic and Certification

Student A	Student B	Student C	Student D
English Mathematical Methods Biology Chemistry Modern History RTO - Certificate III Laboratory Skills	Literature General Mathematics Psychology Philosophy and Reason Ancient History Certificate III Business	English Mathematical Methods Design Digital Solutions Business RTO - RTO Cert II/III Hospitality	English General Maths Biology Physical Education Economics RTO-Certificate III Fitness

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: https://www.qcaa.qld.edu.au/senior

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.

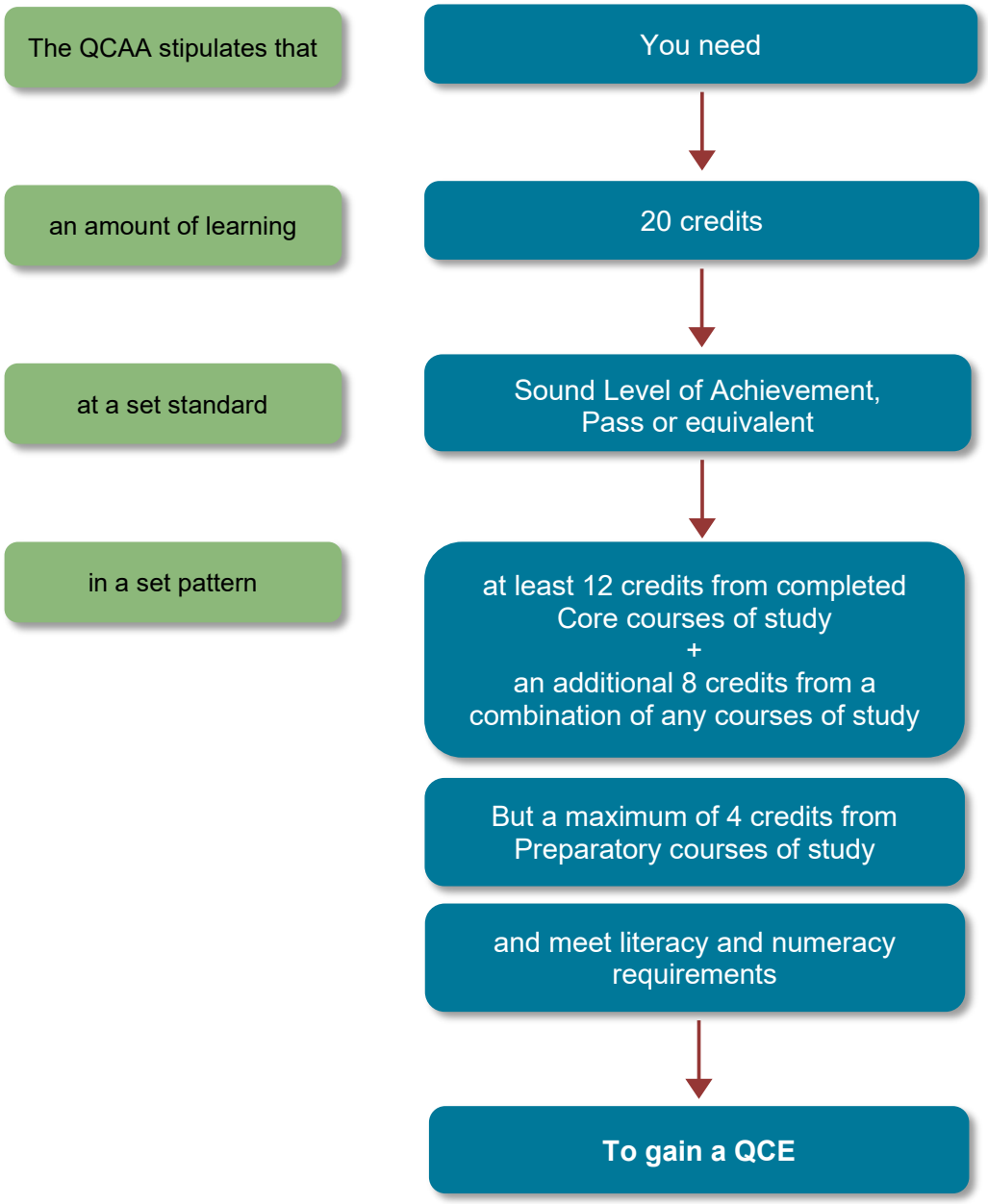
The Queensland Certificate of Education (QCE) qualification will be awarded to eligible students by the Queensland Curriculum and Assessment Authority (QCAA).

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	BSB20120 Certificate II in Workplace Skills	4
Industrial Technology Skills	MSM20216 Certificate II in Manufacturing Technology	4
Information and Communication Technology	ICT20120 Certificate II in Applied Digital Technologies	4
Sport and Recreation	SIS20122 Certificate II in Sport and Recreation	4
Tourism	SIT20122 Certificate II in Tourism SIT20125 Certificate II in Tourism	4
Visual Arts in Practice	CUA20720 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. https://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
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 and include Literacy and Numeracy

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

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 Certificate III Fitness, Certificate III Laboratory Studies, Certificate III in Business, Certificate III in Hospitality

- 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

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 Topic 1: Students study media texts and create a persuasive spoken text in response to a controversial issue. Topic 2: Students study a graphic novel and explore the coming-of-age genre to create an analytical response.	**Texts and culture** Topic 1: Students examine and shape representations of culture and create an imaginative written text. Topic 2: Students study a novel and poetry with an Australia focus and create a literary article to analyse a common concept	**Textual connections** Topic 1: Students study media texts and create a persuasive spoken text in response to a controversial issue. Topic 2: Students explore the connections between a novel and a film and create a literary article to analyse a common concept	**Close study of literary texts** Topic 1: Students examine and shape representations of culture and create an imaginative written text. Topic 2: Students study a Shakespearean play and create an analytical response in the External exams.

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 • Up to 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 • Up to 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	**Perspectives in texts** • Examining and shaping perspectives in texts • Responding to literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	**Issues, ideas and attitudes** • Exploring representations of issues, ideas and attitudes in texts • Responding to literary and persuasive texts • Creating analytical and persuasive texts	**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

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 • Up to 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 • Up to 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	**Texts and culture**	**Literature and identity**	**Independent explorations**
Topic 1: Students study the way a literary film is received and responded to and create an analytical response.	Topic 1: Students examine representations of culture are shaped in narratives and create an imaginative written transformation of a traditional text.	Topic 1: Students study the way a classic novel is received and responded to and create an analytical response.	Topic 1: Students examine the style and structure of narratives and create an imaginative written text.
Topic 2: Students study a play and create an imaginative spoken text in response.	Topic 2: Students study a novel and poetry with an Australia focus and create an analytical response.	Topic 2: Students study a film and create an imaginative spoken text in response.,	Topic 2: Students study a Shakespearean play and create an analytical response in the External exams.

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 • Up to 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 • Up to 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 a range of biopic films and autobiographical texts*	**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 a 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 an Australian film*

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 • Up to 6 minutes
Summative internal assessment 2 (FIA2): • Extended response - spoken/signed response • Up to 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 • Up to 6 minutes	Summative internal assessment 3 (IA3): • Extended response - Multimodal response • Up to 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:

- recall mathematical knowledge. - When students recall mathematical knowledge, they recognise features of remembered information. They recognise relevant concepts, rules, definitions, techniques and algorithms.
- use mathematical knowledge. - When students use mathematical knowledge, they put into effect relevant concepts, rules, definitions, techniques and algorithms. They perform calculations with and without technology.
- communicate mathematical knowledge. - When students communicate mathematical knowledge, they use mathematical language (terminology, symbols, conventions and representations) and everyday language. They organise and present information in graphical and symbolic form, and describe and represent mathematical models.
- evaluate the reasonableness of solutions. - When students evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation and reflect on whether the problem has been solved. They verify results by using estimation skills and checking calculations, with and without technology. They make an appraisal by assessing implications, strengths and limitations of solutions and/or models, and use this to consider if alternative methods or refinements are required.
- justify procedures and decisions. - When students justify procedures and decisions, they explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.
- solve mathematical problems. - When students solve mathematical problems, they analyse the context of the problem to translate information into mathematical forms. They make decisions about the concepts, techniques and technology to be used and apply these to develop a solution. They develop, refine and use mathematical models, where applicable.

Structure

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

Assessment

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

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

Summative Assessments

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

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

Assessment

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

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

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
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• Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

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, proof, vectors and matrices • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices.	**Complex numbers, further proof, trigonometry, functions and transformations** • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs. • Trigonometry and functions • Matrices and transformations.	**Mathematical induction, and further vectors, matrices and complex numbers** • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices.	**Further calculus and statistical inference** • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference.

Assessment

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

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

Summative Assessments

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 • Number • Representing data • Managing money.	**Money, travel and data** • Data collection. • Graphs • Time and motion	**Measurement, scales and data** • Measurement • Scales, plans and models • Probability and relative frequencies.	**Graphs, chance and loans** • Bivariate graphs • Summarising and comparing data • Loans and compound interest.

Assessment

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

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

Summative Assessments

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

Humanities and Social Sciences

Ancient History

General Senior Subject

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

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

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

Pathways

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

Objectives

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

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

Structure

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

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): • Investigation	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination - short responses. Julius Caesar or Cleopatra	25%

Humanities and Social Sciences

Modern History

General Senior Subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • French Revolution, 1789-1799 • Russian Revolution, 1905-1920s	**Movements in the modern world** • Empowerment of First Nations Australians since 1938 • African-American civil rights movement since 1954	**National experiences in the modern world** • Germany since 1914 • Israel since 1917	**International experiences in the modern world** • Australian engagement with Asia since 1945 • Cold War and its aftermath, 1945-2014

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): • Investigation	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination - short response	25%

Humanities and Social Sciences

Philosophy and Reason

General Senior Subject

Philosophy & Reason combines the discipline of philosophy with the associated methodology of critical reasoning and logic. The study of philosophy allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. It also allows them to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. In addition, critical reasoning and logic provide knowledge, skills and understanding so students are able to engage with, examine and analyse classical and contemporary ideas and issues. The study of philosophy enables students to make rational arguments, espouse viewpoints and engage in informed discourse. In Philosophy & Reason, students learn to understand and use reasoning to develop coherent world-views and to reflect upon the nature of their own decisions as well as their responses to the views of others.

Through the study of Philosophy & Reason, students collaboratively investigate philosophical ideas that have shaped and continue to influence contemporary society. These ideas include 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 analyse arguments from a variety of sources and contexts as they develop an understanding of what constitutes effective reasoning. They formalise arguments and choose appropriate techniques of reasoning to attempt to solve problems. The collaborative nature of philosophical inquiry is an essential component for students to understand and develop norms of effective thinking and to value and seek a range of ideas beyond their own.

A course of study in Philosophy & Reason specifically focuses on the development of transferable thinking skills such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as clarity, accuracy, precision and coherence; students are thus well prepared for post-school participation in a wide range of fields. Students learn to value plurality in terms of perspectives and world-views as a necessary condition for human progress. Studying Philosophy & Reason provides students with the skills of collaboration and communication that are essential components of informed participation in the 21st century.

Pathways

A course of study in Philosophy and Reason can establish a basis for further education and employment in a broad range of fields, including business, defence, education, ethics, health science, journalism, law, politics, professional writing, psychology, and research.

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 and views
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason • Fundamentals of reason	**Reason in philosophy** • Philosophy of religion • Philosophy of mind	**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): • Analytical essay	25%
Summative internal assessment 2 (IA2): • Analytical essay	25%	Summative external assessment (EA): • Examination - extended response	25%

Humanities and Social Sciences

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.

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

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

Pathways

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

Objectives

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

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

Structure

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 marketing** • explore marketing principles, concepts and practices that are used by tourism businesses and organisations • to promote their products to specific audiences.	**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 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 – Value of the tourism industry	25%	Summative internal assessment 3 (IA3): • Investigation – Tourism trends	25%
Summative internal assessment 2 (IA2): • Project – Careers in tourism	25%	Summative internal assessment (IA4): • Project – Sustainable Tourism Guide	25%

Humanities and Social Sciences

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 develop 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 • Australia's legal response to international law and human rights • Human rights in Australian contexts

Assessment

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

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

Summative Assessments

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

Humanities and Social Sciences

Early Childhood Studies

Applied Senior Subject

Early Childhood Studies focuses on learning about children aged from birth to five years and involves a balance of theory and practice. It offers opportunities to get creative and engage with children in the community where possible.

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 and curriculum frameworks.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify, implement and evaluate play-based learning activities responsive to the needs of children at various ages and stages. 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.

Unit Objectives
By the end of the course of study, students will: - Investigate the fundamentals and practices of early childhood learning. - Plan learning activities - Implement learning activities - Evaluate learning activities

Unit Topics
Early Childhood Studies is a four-unit course of study: - Children's Development - Play and Creativity - Literacy and Numeracy - Indoor and outdoor environments with a focus on wellbeing

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 and 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) • Practical implementation 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

Languages

Japanese

General Senior Subject

People use language to achieve their personal communicative needs - to express, exchange, interpret and negotiate meaning, and to understand the world around them. Students do not simply learn a language - they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Communicating with people from Japanese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

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

Business & Digital Technologies

Accounting

General Senior Subject

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that accounting involves processing transactions to develop financial statements and reports to stakeholders. Digital technologies are integral to accounting, enabling real-time access to vital financial information.
When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise data and other financial information, evaluate practices of financial management, solve authentic accounting problems and make and communicate recommendations.
Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students. Problem-solving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

Pathways

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

Objectives

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

- comprehend accounting concepts, principles and processes
- synthesise accounting principles and processes
- analyse and interpret financial data and information
- evaluate practices of financial management to make decisions and propose recommendations
- create responses that communicate meaning.

Structure

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

Assessment

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

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

Summative Assessments

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

Business & Digital Technologies

Business

General Senior Subject

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.
The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future. Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.
Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.
This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills. Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
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

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

Economic literacy is essential for understanding current issues to make informed judgments and participate effectively in society. 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. Economic models and analytical tools are used to investigate and evaluate outcomes to make decisions. In the process, students appreciate ideas, viewpoints and values underlying economic issues.

The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. Within this context, students study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions. The final units of the course dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. This segues to Australian economic management, as students analyse trends and evaluate economic policies.

Curiosity is essential when studying Economics — how can we best use and allocate resources and production, and what are the consequences of trade-offs? Accordingly, learning is centred on an inquiry approach that facilitates reflection and metacognitive awareness. Intellectual rigour is sharpened by the appraisal of a variety of often-contradictory data and information, which tests the role of assumptions in economic models, ideas and perspectives.

In the 21st century, the study of economics develops the transferable skills of critical thinking and questioning of assumptions. As students develop intellectual flexibility, digital literacy and economic thinking skills, they increase the tertiary pathways and opportunities in the workplace open to them.

Economics is based on possibility and optimism. It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connections with economic forces. The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable.
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.

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.

Objectives

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

- comprehend economic concepts, principles and models
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning to suit the intended purpose.

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** • International trade • Global economic issues	**Contemporary macroeconomics** • Macroeconomic objectives and theory • Economic indicators and past budget stances • 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	25%
Summative internal assessment 2 (IA2): • Investigation - research 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 and skills for use, participation and work in a range of business contexts. Exciting and challenging career opportunities exist in a range of business contexts.
A course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations.
Business practices provide the foundation of an organisation to enable it to operate and connect with its customers, stakeholders and community. The business practices explored in this course of study could include working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship.
In a course of study, students develop their business knowledge and understanding through applying business practices in business contexts, such as retail, health services, entertainment, tourism, travel and mining. Schools may offer a range of situations and experiences to engage in authentic learning experiences through connections within the school, local community or organisations, businesses and professionals outside of the school. These situations and experiences provide students with opportunities to develop skills important in the workplace to successfully participate in future employment.

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

Pathways

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

Objectives

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

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

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Structure

Unit	Unit title
Unit 1	Working with Customers
Unit 2	Working in Marketing
Unit 3	Working in Events
Unit 4	Entrepreneurship

Assessment

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

Technique	Description	Response requirements
Extended response	Students respond to stimulus related to a business scenario about the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	Students develop a business solution for a scenario about the unit context.	**Action plan** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words

Business & Digital Technologies

Certificate III in Business (BSB30120) and Certificate II in Applied Digital Technologies (ICT20120)

VET Course
Craigslea State High School RTO 30377

This VET Course combines the units of competency from the Certificate III in Business and the Certificate II in Applied Digital Technologies. Units from both qualifications are clustered into projects to provide students with learning experiences which combine knowledge and skills relevant for a range of occupations. In keeping with industry expectations, learning and assessment will be completed in teams to provide a greater understanding of the elements of collaboration and teamwork. Other employability skills such as communication, creative thinking and critical thinking are explored and practiced throughout the course.

This is a fast-paced course where students interact with school staff and peers outside the class to complete tasks and meet deadlines. Students require their own laptop for this course.

To be eligible for this course, students are required to have achieved a C in Year 10 English and successfully complete a Language, Literacy and Numeracy (LLN) test.

Pathways

Completion of the dual certificate course provides valuable learning experiences that students can utilises in higher education courses or in the workplace.

The Business qualification represents the skills and competencies needed for various roles within Business Services — such as procedural, clerical, administrative, and operational tasks that require both technological and business knowledge. It also provides a strong foundation for further study at a higher level. The Applied Digital Technologies qualification develops the necessary digital and technology skills in preparation for work or further study.

Structure

The units of competencies for the two qualifications are clustered into seven projects.

Projects	
Project 1 Developing an OPPM	Project 5 Social media takeover
Project 2 The power of promotion	Project 6 The secret to success (marketing)
Project 3 Senior student information	Project 7 Sustainability audit
Project 4 WHS audit	

Assessment

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

Units of competency

Certificate III in Business	Certificate II in Applied Digital Technologies
Core Units – 6 Units	**Core Units – 6 Units**
BSBSUS211 Participate in sustainable work practices	BSBSUS211 Participate in sustainable work practices
BSBXCM301 Engage in workplace communication	ICTICT215 Operate digital media technology packages
BSBCRT311 Apply critical thinking skills in a team environment	ICTICT213 Use computer operating systems and hardware
BSBTWK301 Use inclusive work practices	ICTICT214 Operate application software packages
BSBPEF201 Support personal wellbeing in the workplace	BSBTEC202 Use digital technologies to communicate in a work environment
BSBWHS311 Assist with maintaining workplace safety	BSBWHS211 Contribute to the health and safety of self and others
Elective Units - 7 Units	**Elective Units - 6 Units**
BSBTEC404 Use digital technologies to collaborate in a work environment	ICTICT216 Design and create basic organisational documents
BSBWRT311 Write simple documents	BSBTEC203 Research using the internet
BSBSPEF301 Organise personal work priorities	BSBTEC303 Create electronic presentations
BSBDAT201 Collect and record data	BSBCRT201 Develop and apply thinking and problem solving skills
BSBXTW301 Work in a team	BSBPEF202 Plan and apply time management
BSBTEC201 Use business software applications	CUADIG212 Develop digital imaging skills
BSBTEC301 Design and produce business documents	

Why Study a Combined Certificate in Business and Certificate in Applied Digital Technologies?

- Both qualifications provide students with up to eleven QCE points
- Achieve a nationally accredited qualification while still at high school
- Competency-based learning that prepares students for the workplace
- Compliment General studies with a hands-on course

Business & Digital Technologies

Digital Solutions

General Senior Subject

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

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

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

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions with users and within systems; and affect people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

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

Pathways

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

Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria

- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

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

Assessment

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

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

Summative Assessments

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

Business & Digital Technologies

Information and Communication Technology

Applied Senior Subject

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

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

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

Structure

Unit	Unit title
Unit 1	Digital imaging and modelling
Unit 2	Audio and video production
Unit 3	Web development
Unit 4	Layout and publishing

Assessment

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

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

Business & Digital Technologies

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

VET Course
Craigslea State High School RTO 30377

NATIONALLY RECOGNISED TRAINING

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.

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.

Students require their own laptop for this course.

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

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

Students will:

- describe design problems and design criteria
- represent ideas, design concepts and design information using visual representation skills
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- evaluate ideas to make refinements
- propose design concepts in response to design problems
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design • Designing for others	**Commercial design influences** • Responding to needs and wants	**Human-centred design** • Designing with empathy	**Sustainable design influences** • Responding to opportunities

Assessment

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

Formative Assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Examination	20%	Formative internal assessment 3 (FIA3): • Examination	15%
Formative internal assessment 2 (FIA2): • Project	30%	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	20%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	30%	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, knowledge, 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 determine the feasibility of solutions
- 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 • Engineering in society • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials	**Emerging technologies** • Emerging needs in society • Emerging processes, machinery and automation • Emerging materials	**Civil Structures** • Civil structures in society • Civil structures and forces • Civil engineering materials	**Machines and mechanisms** • Machines in society • Machines, mechanisms and control • Materials

Assessment

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

Formative Assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Engineered Solution	25%	Formative internal assessment 3 (FIA3): • Engineered solution	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): • Engineered solution	25%	Summative internal assessment 3 (IA3): • Engineered solution	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:

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

Structure

Industrial Graphics Skills is an Applied senior syllabus. It contains at least four QCAA-developed units from which schools develop their course of study. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

The units we will study are:

- Unit 1 F Graphics for the furnishing industry
- Unit 2 E Graphics for the engineering industry
- Unit 3 A Drafting for residential building
- Unit 4 C Computer aided drafting

Students will complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

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).

Technique	Description	Response Requirements
Practical Demonstration	Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures.	**Practical demonstration** Practical demonstration: the drawing skills and procedures used in 3–5 drawing production processes **Documentation** Multimodal (at least two modes delivered at the same time): drawings on up to 3 A3 pages supported by written notes or spoken notes (up to 3 minutes), or equivalent digital media
• Product	Students draft CAD drawings for specific purposes (eg residential building, engineering industry, furnishing industry) and document the drafting process including in response to a provided client brief and technical information.	**Product:** The drawing skills and procedures used in 5– 7 drawing production processes **Drawing process** Multimodal (at least two modes delivered at the same time): drawings on up to 4 A3 pages supported by written notes or spoken notes (up to 5 minutes), or equivalent digital media

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
	Furnishing	• Bespoke furniture • Cabinet-making • Furniture-making

Assessment

For Industrial Technology Skills, assessment from Units 3 and 4 is used to determine the student's exit result. Students complete two assessment tasks for each unit

Technique	Description	Response Requirements
Practical Demonstration	Students demonstrate production skills and procedures in class under teacher supervision.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minute, 6 A4 pages, or equivalent digital media
• Product	Students manufacture a product and document the manufacturing process.	**Product:** A product manufactured using the skills and procedures in 5– 7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Technologies

Certificate III in Hospitality (SIT30616)

VET Course
Blueprint RTO 30978

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. Students are expected to participate in school functions, work placement or on the job services to complete a number of required shifts for the qualification.

Course Duration

The students will complete the qualification as part of their regular timetable. This will be completed over a 2 year period.

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
BSBTWK201 Work effectively with others	**SITXFSA005** Use hygienic practices for food safety
SITHIND006 Source and use information on the hospitality industry	**SITHGAM002** Responsible service of gaming
SITHIND008 Work effectively in hospitality service	**SITHCCC024** Prepare and present simple dishes
SITXCCS014 Provide service customers	**SITHCCC025** Prepare and present sandwiches
SITXCOM007 Show social and cultural sensitivity	**SITHFAB021** Provide responsible service of alcohol
SITXHRM007 Coach others in job skills	**SITHFAB024** Prepare and serve non-alcoholic beverages
SITXWHS005 Participate in safe work practices	**SITHCCC025** Prepare and serve espresso coffee
	BSBPEF101 Plan and prepare for work readiness

SIT20316 - Certificate II in Hospitality Additional Units of Competency

Units	Units
SITXCCS011 Interact with customers	**SITHIND007** Use hospitality skills effectively
SITXXCC010 Provide visitor information	

Assessment

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

Why Study a Certificate of Hospitality

- Qualification provides students with 8 QCE points
- Achieve a nationally accredited qualification while still at high school
- Established pathways into industry
- Personalised study experience and strong student support
- Competency-based learning that prepares students for the workplace and entrepreneurial pursuit

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 and ethics in 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	25%
Summative internal assessment 2 (IA2): • Investigation - report	25%	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 investigating 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

1. **Investigate activities and strategies to enhance outcomes**.
   Students explore through active participation. They ask and answer questions in a purposeful way so that their plans, activities and strategies are informed by well-founded evidence. Students actively participate in sport and recreation to identify and interpret information about activities and strategies. They obtain essential details and apply new learning to accomplish a specific and authentic task. They use many sources of knowledge, including their own experiences, to validate their findings and bring together a range of views, practices and related information. To support their investigation, they keep records and collect and analyse their involvement, judgments, reactions and impressions about activities and strategies.

2. **Plan activities and strategies to enhance outcomes.**
   Students outline details of action — what, who, when, where, and how. They sort, analyse and review information obtained through investigation to determine appropriate and purposeful activities and strategies. They clarify and refine ideas as they learn more. Students make decisions to design a framework to guide them as they carry out activities and strategies to solve a problem, provide a solution, develop a course of action or prepare instructions to enhance outcomes in authentic tasks.

3. **Perform activities and strategies to enhance outcomes.**
   Students participate in authentic activities and implement strategies. Their activities and strategies are informed by investigation and planning. Students initiate a course of action in a purposeful and controlled way. Performance does not have a particular endpoint — it can be reviewed and re-planned at any time. Performance is flexible and suits a specific context, which may include individual, group, team and community environments. It is developmental, which means that it can be refined and improved over time. Performance may involve a small change at first, such as testing ideas in an activity and coming up with an initial strategy. Students may have to try several different activities and strategies before they make progress.

4. **Evaluate activities and strategies to enhance outcomes.**
   Students make judgments based on criteria to assess outcomes, implications and/or limitations of authentic activities and strategies and reflect on how outcomes could be enhanced or maintained. Students examine and assess what has happened, then consider how they applied decision-making and problem-solving strategies to enhance or maintain positive outcomes in authentic tasks. Students record their observations in ways that allow these to be used later for reflection or as evidence. Through a process of interpretation, students synthesise a variety of information and perspectives to produce new understandings. Reflection informs improvements to practice and affirms or challenges particular ways of working.

Structure

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

Core Topics	Elective Topics
• Marketing & Communication in sport & recreation • Sport and recreation in the community – Officiating • Personal and interpersonal skills in sport and recreation activities - Coaching • Sports & Event Management • Optimising Performance	• Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical 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:

- 2x Project Pieces
- 2x Performance Pieces

	Assessment Objectives	Response requirements Investigate and Plan	Response Requirements Performance	Response Requirements Evaluation
Project	• Investigate activities and strategies to enhance outcomes • Plan activities and strategies to enhance outcomes • Perform activities and strategies to enhance outcomes Evaluate activities and strategies to enhance outcomes	• Investigate and Plan: • One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent Written: up to 500 words	• Performance: Practical performance: up to 4 minutes	• Evaluation: • One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent Written: up to 500 words
• Performance	• Plan activities and strategies to enhance outcomes • Perform activities and strategies to enhance outcomes • Evaluate activities and strategies to enhance outcomes	• Plan: • One of the following: • Multimodal (at least two modes delivered at the same time): up to 2 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 2 minutes, or signed equivalent • Written: up to 300 words	• Performance: • Practical performance: up to 4 minutes	• Evaluation: • One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words

* 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 ideas and findings** using scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
- **Apply understanding** using algebraic, visual and graphical representations of scientific relationships and data to determine unknown scientific quantities or features.
- **Analyse data** considering scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty.
- **Interpret evidence** using understanding of scientific concepts, theories, models and their limitations to draw conclusions and develop scientific arguments.
- **Evaluate conclusions, claims and processes** by critically reflecting on the available evidence and making judgments about its application to research question along with extrapolating findings to support or refute claims.
- **Investigate phenomena** by developing rationales and research questions for experiments and investigations, modifying methodology to collect primary data, selecting secondary sources, managing risks, environmental and ethical issues and acknowledging sources of information.

Structure

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

Assessment

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

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

Summative Assessments

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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 ideas and findings** using scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
- **Apply understanding** using algebraic, visual and graphical representations of scientific relationships and data to determine unknown scientific quantities or features.
- **Analyse data** considering scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty.
- **Interpret evidence** using understanding of scientific concepts, theories, models and their limitations to draw conclusions and develop scientific arguments.
- **Evaluate conclusions, claims and processes** by critically reflecting on the available evidence and making judgments about its application to research question along with extrapolating findings to support or refute claims.
- **Investigate phenomena** by developing rationales and research questions for experiments and investigations, modifying methodology to collect primary data, selecting secondary sources, managing risks, environmental and ethical issues and acknowledging sources of information.

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).

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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 ideas and findings** using scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
- **Apply understanding** using algebraic, visual and graphical representations of scientific relationships and data to determine unknown scientific quantities or features.
- **Analyse data** considering scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty.
- **Interpret evidence** using understanding of scientific concepts, theories, models and their limitations to draw conclusions and develop scientific arguments.
- **Evaluate conclusions, claims and processes** by critically reflecting on the available evidence and making judgments about its application to research question along with extrapolating findings to support or refute claims.
- **Investigate phenomena** by developing rationales and research questions for experiments and investigations, modifying methodology to collect primary data, selecting secondary sources, managing risks, environmental and ethical issues and acknowledging sources of information.

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).

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Science

Marine Science

General Senior Subject

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources.

Students develop their understanding of oceanography and engage with the concept of marine biology. They study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked with ocean issues and resource management. Students apply the knowledge learnt to consider the future of our oceans and techniques for managing fisheries. They learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Students plan and carry out field, laboratory and other marine investigations; interpret oceanographic and ecological data; use sound, evidence-based reasoning creatively and analytically when evaluating claims and applying marine science knowledge; and communicate understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

A course of study in Marine Science can establish a basis for further education and employment in fields such as marine biology, oceanography, fisheries and aquaculture, coastal and environmental management, conservation and sustainability, marine tourism, maritime industries, and research and education.

Objectives

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

- **Describe ideas and findings** using scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
- **Apply understanding** using scientific concepts, theories, models and systems within their limitations. They use algebraic, visual and graphical representations of scientific relationships and data to determine unknown scientific quantities or features. They explain phenomena, concepts, theories, models, systems and modifications to methodologies.
- **Analyse data** considering scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty. In qualitative data, they identify the essential elements, features or components. In quantitative data, they use mathematical processes and algorithms. They identify data to support ideas, conclusions or decisions.
- **Interpret evidence** using their understanding of scientific concepts, theories, models and systems and their limitations to draw conclusions and develop scientific arguments. They deduce, extrapolate, infer, justify and make predictions based on their analysis of data.
- **Evaluate conclusions, claims and processes** by critically reflecting on the available evidence and make judgments about its application to research questions. They extrapolate findings to support or refute claims. They use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation.
- **Investigate phenomena** by developing rationales and research questions for experiments and investigations. They modify methodologies to collect primary data and select secondary sources. They manage risks, environmental and ethical issues and acknowledge sources of information.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Oceanography • An ocean planet • The dynamic shore	**Marine biology** • Marine ecology and biodiversity • Marine environmental management	**Marine systems — connections and change** • The reef and beyond • Changes on the reef	**Ocean issues and resource management** • Oceans of the future • Managing fisheries

Assessment

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

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

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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 disorders 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.

Psychology aims to develop students':

- interest and appreciation for how psychological knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

- **Describe ideas and findings** using scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
- **Apply understanding** using algebraic, visual and graphical representations of scientific relationships and data to determine unknown scientific quantities or features.
- **Analyse data** considering scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty.
- **Interpret evidence** using understanding of scientific concepts, theories, models and their limitations to draw conclusions and develop scientific arguments.
- **Evaluate conclusions, claims and processes** by critically reflecting on the available evidence and making judgments about its application to research question along with extrapolating findings to support or refute claims.
- **Investigate phenomena** by developing rationales and research questions for experiments and investigations, modifying methodology to collect primary data, selecting secondary sources, managing risks, environmental and ethical issues and acknowledging sources of information.

Structure

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

Assessment

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

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

Summative Assessments

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Science

Science in Practice

Applied Senior Subject

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

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

Students develop an awareness and understanding of life beyond school through authentic, real-world interactions and become responsible and informed citizens. They develop gain the ability to work effectively and respectfully in diverse teams to maximise understanding of concepts while exercising flexibility, cultural awareness and effective communication.

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

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, 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 ideas and phenomena
- Execute procedures
- Analyse information
- Interpret information
- Evaluate conclusions and outcomes
- Plan investigations and projects

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Forensic Science • Describe evidence, evidence collection methodologies and bodily processes relevant to forensic science • Investigate DNA, properties of blood, crime science evidence and involvement of artificial intelligence in evidence analysis	**Consumer Science** • Investigate and generating consumer products e.g. cosmetics, cleansers, moisturisers • Describe, investigate and create food products resulting from microorganisms e.g. cheese, yoghurt, ginger beer • Investigate psychological concepts involved in marketing and advertising consumer products.	**Sustainability** • Describe energy, energy sources (renewable and non-renewable) and energy efficiency • Investigate energy footprints, sustainable practices and analyse energy data.	**Ecology** • Describe ecosystems, feeding relationships, endangered species, and adaptations. • Investigate water quality, purification techniques and monitoring strategies.

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:

- One applied investigation per unit
- One Practical project per unit

Applied Investigation	Practical Project
• Students investigate a research question by collecting, analysing and interpreting primary or secondary information • This is an individual written task up to 1000 words taking 10 – 15 hours of class time and	• Students use practical skills to complete a project with an outcome of either a physical product or a performance of a skill in response to a scenario. • This is an individual task which requires a product or performance to be created and supported by a multimodal presentation of up to 5 minutes (or 8 A4 pages)

Science

Certificate III in Laboratory Skills (MSL30122)

VET Course
AIET RTO 121314

The Certificate III in Laboratory Skills is an entry-level qualification required for laboratory personnel across all industry sectors. Job roles include laboratory technicians, instrument operators and similar personnel. The course will give you practical skills and knowledge to plan and conduct laboratory and field work, perform simple scientific calculations, present information and record and store data. Students ill also develop effective interpersonal skills, learn how to follow work health and safety (WHS) policies and procedures and comply with environmental regulations.
Successful graduates of a Certificate III in laboratory skills will demonstrate the application of knowledge and skills with discretion and judgement in the selection of equipment, services or contingency measures and skills to adapt and transfer skills and knowledge within known routines, methods, procedures and time constraints. The course will qualify you to work as a laboratory assistant in food technology, pathology, schools and trades as well as give you the foundation knowledge you need to undertake further studies in the field.

Course Duration

The course will be delivered over a period of 2 years alongside self-paced study

Cost

Deposit: $30 (due end of 2026)
Balance: Approximately $400 (payable across 2027-2028)

Pathways

A course of study in the Certificate III in laboratory skills can provide career opportunities as a laboratory technician, quality control analyst, research scientist or assistant, instrumentation engineer, laboratory manager, metrologist, analytical chemist, biomedical engineer, environmental analyst, forensic scientist, data analyst or medical laboratory scientist.

Structure – 13 units

Core Units - 5 Units	Elective Units - 8 Units
BSBCMM211 Apply communication skills	**MSL953005** Receive and prepare samples for testing
MSL913004 Plan and conduct laboratory/field work	**MSL973025** Perform basic tests
MSL922002 Record and present data	**MSL973026** Prepare working solutions
MSL933009 Contribute to the achievement of quality objectives	**MSL973015** Prepare culture media
MSL943004 Participate in laboratory or field workplace safety	**MSL973027** Perform techniques that prevent cross-contamination
	MSL973028 Perform microscopic examination
	MSL952003 Collect routine site samples
	MSL972002 Take routine site measurements

Why Study a Certificate III in Laboratory Skills

- Qualification provides students with up to eight QCE core points
- Achieve a nationally accredited qualification while still at high school
- Personalised study experience and strong student support
- Competency-based learning that prepares students for the workplace.

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 – digital 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: – personal movement style • 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 – Personal movement style	35%
Summative internal assessment 2 (IA2): • Choreography - Contemporary	20%		
Summative external assessment (EA): 25% • 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

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

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

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

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

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

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

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

The Arts

Visual Arts in Practice

Applied Senior Subject

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

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

Pathways

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

Students explore 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 skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy.

Objectives

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

- Use visual arts practices
- Plan artworks
- Communicate ideas
- Evaluate artworks

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Looking inwards (self) **Contexts** for artworks may include: • school-based, e.g. signage, displays or presentations, fundraising events or featured works on school digital displays • community, e.g. public or collaborative artworks on urban surfaces or in urban spaces, or performances • online, such as social media, websites or blogs. **Purposes** for artworks may include to: • communicate issues that affect − students and their local communities, e.g. access to resources, belonging in cultures or subcultures, social or identity constructs or psychological/mental health concerns − humanity, e.g. environmental, socioeconomic, scientific or political • explore, challenge and/or document various perspectives or world views • generate a response from an audience, e.g. challenge or persuade with a call to action.	**Clients** **Contexts** for artworks may include: • school-based, e.g. murals, musicals, performances or events • community, e.g. local markets, public artworks, printed or online community marketing • online or digital, e.g. video works or graphic art for websites or blogs. **Purposes** for artworks are set by the client, but may include to: • decorate or promote, e.g. wearable items to advertise a company or event • highlight or educate, e.g. informational poster or illustrated book • entertain, e.g. props, set-pieces or wearable art to complement school events • generate income, e.g. saleable objects such as decorative or functional ceramics, and small objects, textile art.	**Looking outwards (others)** **Contexts** for artworks may include: • school-based, e.g. signage, displays or presentations, fundraising events or featured works on school digital displays • community, e.g. public or collaborative artworks on urban surfaces or in urban spaces, or performances • online, such as social media, websites or blogs. **Purposes** for artworks may include to: • communicate issues that affect − students and their local communities, e.g. access to resources, belonging in cultures or subcultures, social or identity constructs or psychological/mental health concerns − humanity, e.g. environmental, socioeconomic, scientific or political • explore, challenge and/or document various perspectives or world views • generate a response from an audience, e.g. challenge or persuade with a call to action.	**Transform & extend** **Contexts** for artworks may include: • school-based, such as class displays or presentations, end-of-year exhibitions, featured works on school digital displays, whole-school assemblies or awards presentations • online, such as personal digital/virtual portfolios, websites or blogs. **Purposes** for artworks may include to: • celebrate or inform others about the chosen artist or artisan, e.g. at a themed exhibition paying homage to artists of influence • refine own artistic style and practice to make artworks for a portfolio.

Assessment

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the *QCE and QCIA policy and procedures handbook*, schools have autonomy to decide:

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

In Unit 1 and Unit 2, schools:

- develop at least two but no more than four assessments
- complete at least one assessment for each unit
- ensure that each unit objective is assessed at least once.

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the *QCE and QCIA policy and procedures handbook*.

Arts in Practice

Applied Senior Subject **This is a new course and will run subject to resource availability and interest*

In Arts in Practice, students embrace studies in and across the visual, performing and media arts — dance, drama, media arts, music, and visual arts. While these five disciplines reflect distinct bodies of knowledge and skills and involve different approaches and ways of working, they have close relationships and are often integrated in authentic, contemporary art-making that cannot be clearly categorised as a single arts form.

Students plan and make arts works for a range of purposes and contexts, and respond to the work created by themselves, their peers and industry professionals. When responding, students use analytical processes to identify problems and develop plans or designs for arts works. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of interdisciplinary arts practices to communicate artistic intention. They develop competency with and independent selection of art-making tools and features, synthesising ideas developed throughout the responding phase to create arts works. Arts works may be a performance, product, or combination of both.

Pathways

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

A course of study in Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in fields such as communications, creative practice and design, and more broadly, in education, project and event management, advertising and marketing, humanities, health, recreation, law, science and technology

Objectives

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

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

Structure

Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Issues In this unit, students respond to current issues to create and present arts works that comment on an issue for a specified audience. Students engage with issues that are relevant in their lives and the lives of others. They respond in an engaged and informed manner to issues at a local, state, national or global level. Students recognise the diverse perspectives of peers and the community as they collaborate to communicate shared messages and consider individual viewpoints through a personal or cultural context. **Purposes** for arts works may include to: invite audience action communicate a message, such as representations of individual or collective viewpoints; youth ideas compared to adult ideas; literal representations compared to non-literal representations represent different perspectives.	**Celebration** In this unit, students consider cultural perspectives and identities to create and present arts works that respond to community events. They reflect on ways a sense of identity and belonging is conveyed through the arts to build their own awareness of cultural and community celebrations. Students collaborate to explore how community groups celebrate diversity through a range of arts forms. Students use two or more arts disciplines to respond in an engaged and informed manner toward a resolved outcome, demonstrating creative thinking skills to make works that celebrate cultural and community identity. **Purposes** for arts works may include to: communicate ideas about belonging or celebrating difference represent diverse audience or community perspectives and beliefs communicate cultural norms and applying protocols of cultural groups.	**Clients** In this unit, students engage with clients in the local community and aspirational arts opportunities to create and present arts works in response to conditions set by external stakeholders. They work collaboratively with clients to develop concepts for arts works that meet clients' needs and expectations. They develop communication, flexibility and problem-solving skills as they evaluate the needs of their clients and community stakeholders. Students work individually as they consider the world of arts opportunities available to them. Through two or more arts disciplines, students demonstrate creative thinking and leadership skills to manage resources and timelines and identify alternative approaches in response to client feedback **Purposes** of arts works may include to: -communicate a message to a target audience, such as customers of a local business, young children at a kindergarten -represent and work within policies, social, cultural, political and religious limitations, scale and scope of contribution, privacy, - -confidentiality make connections with community or arts organisations.	**Showcase** In this unit, students respond to the works of professional artists to generate and present their own arts works that reflect their artistic identity. Students develop critical thinking skills as they make decisions about arts works that are influenced by others. They develop self-awareness by exploring arts careers, pathways, tools and methods artists employ to market their professional brand. Students connect in a range of ways with industry professionals across the arts community to explore the arts through authentic real-world interactions, including ethical understanding of the role of copyright and intellectual property. Through two or more arts disciplines, students will demonstrate creative thinking skills to solve problems and showcase their artistic identity. Purposes for arts works may include to: represent individual style and viewpoint communicate viewpoints and influences, including individual or shared perspectives support promotion and marketing as an artist.

Assessment

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the *QCE and QCIA policy and procedures handbook*, schools have autonomy to decide:

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

In Unit 1 and Unit 2, schools:

- develop at least two but no more than four assessments
- complete at least one assessment for each unit
- ensure that each unit objective is assessed at least once.

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the *QCE and QCIA policy and procedures handbook*.

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 a disability can access extra time and teacher assistance to meet the requirements of their course load.

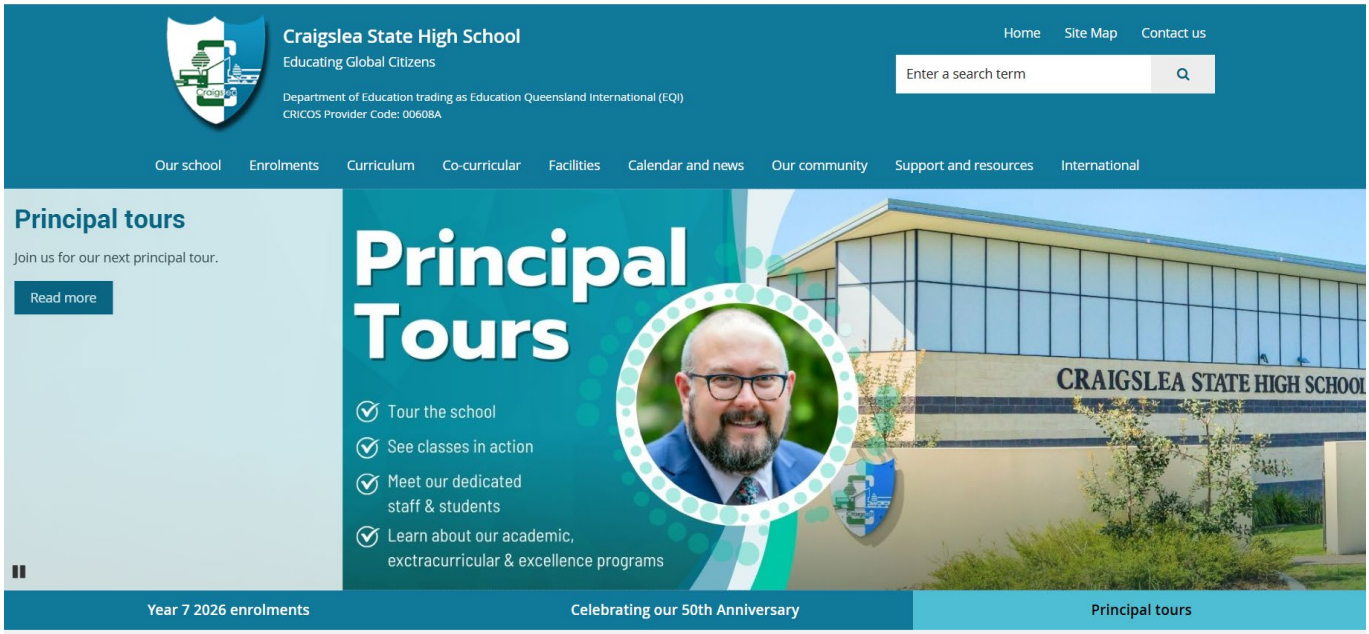
Work Experience

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, 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



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