



**St Thomas More College**

Sunnybank

# SENIOR SUBJECT GUIDE

June 2023

Live it. Faith Learn it. Learning Love it. Community

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# Introduction

The purpose of this guide is to inform students and parents/carers in Year 10 of the subjects which will be on offer from 2023 and beyond. It includes a comprehensive outline of the available Queensland Curriculum and Assessment Authority (QCAA) subjects and possible Vocational Education courses that form the basis of several of our curriculum offerings. This booklet also gives a summary of the new Senior Schooling structure which has been adopted by Queensland schools prior to 2019.

The information contained in this booklet is a summary of the approved General, Applied, Senior External Examinations and Short Courses syllabuses.

Students and their families are encouraged to discuss the pathway options best suited to the students intended career choices and select subjects accordingly. The *Careers* program will assist students and their families in making appropriate subject selections during the SET Plan meetings in early to mid-Term 3.

## Senior Schooling Expectations

- ❖ Plan to succeed
- ❖ Make school your priority
- ❖ All students aim to attain a Queensland Certificate of Education
- ❖ Attendance is not to drop below **95%** for the year.
- ❖ Get involved – build “connectedness”
- ❖ Work with staff and other students – be collaborative
- ❖ Monitor your progress carefully
- ❖ Be accountable for your learning
- ❖ Homework / Study per night
  - ❖ Vocational Pathway – 1 - 1.5 hours
  - ❖ Tertiary Pathway – 2 – 3 hours

## Putting it all together.

- ❖ **Both** pathways are equally valuable; Dux for Tertiary and Vocational Pathways
- ❖ **Current performance** is the best indicator of future of performance
- ❖ Students who select the right pathway for themselves, have more opportunities for success
- ❖ It is **OK** to be **unsure** of your future career
- ❖ Our students will enter a world where they will have on **average 5 career changes** in their working life.

# Choosing Courses and Subjects

To help students make informed decisions about the combination of subjects and pathway options they wish to pursue after Year 12, students are required to complete their **Senior Education and Training (SET) Plan**.

This is a student's personal learning plan of action to achieve success during the Senior Phase of Learning.

The SET Plan aims to:

1. review past and present achievements
2. identify strengths, interests and abilities
3. identify areas where more commitment may be required
4. identify a student's goals and aspirations
5. explore options in education, training or employment
6. provide the student with a clearly thought out set of achievable goals and a plan that promotes a cohesive transition or access to a range of learning pathways.

Senior staff members will conduct the SET Plan interviews with students and their parents, as required.

## 1. BE PREPARED to ASK for HELP

To make informed decisions about the combination of subjects and pathway options they may wish to pursue, it is essential for students to speak with parents, family, friends and the following relevant staff:

- Class teachers
- Curriculum Leaders
- Learning Enhancement Leader
- Careers Counsellor
- Curriculum Leader - VET
- Assistant Principal - Senior Years

The College is committed to supporting our students make the right decisions about their Senior Phase of Learning.

## 2. FIND OUT about CAREER PATHWAYS

In Term 2, all Year 10 students participated in a Careers Education Program to help them:

- learn about the world of work
- gain access to resources about career options
- broaden their knowledge about successful approaches to career decision making.

This information will be valuable as they complete their SET Plans this term.

### 3. RESEARCH the different SUBJECTS on OFFER

In the online handbook you will find a comprehensive list of subjects and courses which the College offers and what these subjects cover.

- Read the subject descriptions CAREFULLY
- Listen to Curriculum Leaders
- Look at the resources (both text based and online) used in the subject
- Know what the suggested **Assumed Knowledge** is to study the subject in Year 11 and 12; the Assumed Knowledge and recommended areas of study to complement a subject are outlined in the handbook

**Do NOT select subjects simply because of what other students are electing to pursue.**

### 4. MAKE DECISIONS THAT ARE RIGHT FOR YOU

Students are encouraged to develop their own educational plan and pathway by considering:

#### Interests

- Subjects enjoyed; hobbies
- Cocurricular activities – sport or the arts
- Year 10 results
- Skills developed at/beyond school
- Personal growth
- Further/ongoing 'learning pathway'

#### Career – Professional or Vocational Pathway

- Tertiary Education Options
- My Path
- TAFE/Vocational Education and Training
- Folio of work/practical requirements

#### Complementary Balance of Subjects

- Academic and Vocational studies
- Family/work/life balance

Students are encouraged to develop their own educational plan and pathway by choosing courses which suit them and their needs. Students are advised to choose subjects based on demonstrated ability or aptitude, subjects the students do well at or enjoy, that satisfy prerequisites for future courses, career and employment goals.

# Pathway Options at St Thomas More College

**Tertiary Pathway** (for those students who wish to attain an ATAR and may do further study at a University or similar Higher Educational Institution).

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

- best five General subject results or; An ATAR can be obtained by successfully completing a combination of General subjects (a minimum of 4 General subjects) an Applied subject and / or a Certificate III course (shown below).

Traditionally, those students wishing to attain a high level ATAR would study **6 General subjects** as shown below in Table 1.

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

<b>English</b>	<b>Religion</b>	<b>Mathematics</b>	<b>General Subject</b>	<b>General Subject</b>	<b>General Subject</b>
General English, or	Study of Religion (General)	General Mathematics, or	A selection of 3 other <i>General</i> subjects		
English as an Additional Language		Mathematical Methods, or Option to apply to not enrol in a Mathematics subject. Students may not qualify for a QCE unless a Numeracy compliance has been attained*			

## **Blended Pathway**

**6 combination subjects** consisting of;

- General English or English as an Additional Language
- Study of Religion (General) or Religion and Ethics (Applied), (compulsory).
- A combination of 5 *General*, and an *Applied or Vocational (Certificate) course*
- At least one Certificate III or Diploma course offered at the College

\*Students on a Tertiary Pathway are not able to choose *Cert III Sport and Recreation*

<b>English</b>	<b>Religion</b>	<b>Mathematics</b>	<b>General Subjects</b>	<b>Applied Subjects</b>	<b>Certificate III course</b>
General English, or	Study of Religion (General), or	General Mathematics, or Mathematical Methods, or	A selection of 3 other <i>General</i> subjects if <i>Religion and Ethics</i> or <i>Essential Mathematics</i> has not been chosen		
English as an Additional Language	Religion and Ethics (Applied Subject)	Essential Mathematics, or Option to apply to not enrol in a Mathematics subject. Students may not qualify for a QCE unless a Numeracy compliance has been attained*	A selection of 2 <i>General</i> subjects and an Applied or Certificate course if <i>Religion and Ethics</i> or <i>Essential Mathematics</i> has not been chosen.  At least one Certificate III or Diploma course offered at the College		

\* A student could complete an "off-line" *Short Course in Numeracy* to satisfy QCE requirements for Numeracy



**Vocational Pathway** (for those students wishing to go into work or continue with Certificate Courses at TAFE or a similar educational setting)

- 6 subjects consisting of;
  - A minimum of Essential English (compulsory)
  - Religion and Ethics (compulsory)
  - A minimum of Essential Mathematics
  - A combination of 3 *General, Applied, and / or Vocational courses*
  - At least one Certificate III course offered at the College
  - Students in the Vocational Pathway may also apply for a School-based Apprenticeship or Traineeship or TAFE @ Schools Program

<b>English</b> (compulsory)	<b>Religion</b> (compulsory)	<b>Mathematics</b>	<b>Elective Subjects</b>
General English, or	Religion and Ethics	General Mathematics, or	<ul style="list-style-type: none"> <li>• A combination of 3 <i>General, Applied, and / or Vocational courses</i></li> <li>• Students in the Vocational Pathway may also apply for a School-based Apprenticeship or Traineeship or TAFE Program</li> <li>• Students cannot select more than 3 <i>General</i> subjects in total</li> <li>• <u>At least one</u> Certificate III course offered at the College</li> </ul>
English as an Additional Language, or		Essential Mathematics ( <i>Applied Subject, recommended</i> )	
Essential English (Applied Subject)		Option to apply to not enrol in a Mathematics subject. Students may not qualify for a QCE (Arts pathway etc.)*	

\* A student could complete an “off-line” *Short Course in Numeracy* to satisfy QCE requirements for Numeracy

+ To be confirmed based on the demand for the subject.

# Subject Prerequisites

- Minimum result at Year 10 level for General Subjects in the Senior School
- Applied and Certificate subjects do not require prerequisite results

Subject	Prior Learning and Grade	Prior Learning and Grade	Prior Learning and Grade	Prior Learning and Grade
<b><i>Study of Religion</i></b>	"C" in Year 10 English	"C" in Year 10 Religion		
<b><i>General English</i></b>	"C" in Year 10 English			
<b><i>English as an Additional Language</i></b>	"C" in Year 10 English			
<b><i>Literature</i></b>	"B" in Year 10 English			
<b><i>General Mathematics</i></b>	"C" in Year 10 Mathematics	"C" in Year 10 Advanced Mathematics		
<b><i>Mathematical Methods</i></b>	"C" in Year 10 Advanced Mathematics			
<b><i>Specialist Mathematics</i></b>	"B" in Year 10 Advanced Mathematics			
<b><i>Biology</i></b>	"C" in Year 10 English	"C" in Year 10 General Science	"B" in Year 10 Core Mathematics	Recommend enrolment in General Mathematics or above
<b><i>Chemistry</i></b>	"C" in Year 10 English	"B" in Year 10 General Science	"B" in Year 10 Core Mathematics	Recommend enrolment in General Mathematics or above
<b><i>Physics</i></b>	"C" in Year 10 English	"B" in Year 10 General Science	"B" in Year 10 Core Mathematics	Recommend enrolment in General Mathematics or above
<b><i>Psychology</i></b>	"C" in Year 10 English	"C" in Year 10 General Science	"B" in Year 10 Core Mathematics	Recommend enrolment in General Mathematics or above
<b><i>Ancient History</i></b>	"C" in Year 10 English	"C" in a Year 10 Humanities subject		
<b><i>Modern History</i></b>	"C" in Year 10 English	"C" in a Year 10 Humanities subject		

<b>Geography</b>	"C" in Year 10 English	"C" in a Year 10 Humanities subject		
<b>Physical Education</b>	"C" in Year 10 English	"B" in Year 10 Semester 1 HPE		
<b>Health Education</b>	"C" in Year 10 English	"B" in Year 10 Semester 1 HPE		
<b>Drama</b>	"C" in Year 10 English	"C" in Middle School Drama (preferable)		
<b>Music</b>	"C" in Year 10 English	"C" in Middle School Music	Audition if not previously studied as a subject	
<b>Music Extension</b>	"A" in Unit 1 Music	"B" in General English		
<b>Visual Arts</b>	"C" in Year 10 English	"C" in Middle School Visual Arts		
<b>Film, Television and New Media</b>	"B" in Year 10 English	"B" in Middle School Media (preferable)		
<b>Design</b>	"C" in Year 10 English	"C" in Middle School Design Technology		
<b>Digital Solutions</b>	"C" in Year 10 English	"C" in either Year 9 or 10 Digital Technology		
<b>Food and Nutrition</b>	"C" in Year 10 English	"C" in Year 10 General Science	"B" in Year 10 Applied Science	
<b>Accounting</b>	"C" in Year 10 English	"C" in Year 10 Core Mathematics		
<b>Business</b>	"C" in Year 10 English	Recommended to have studied Year 10 Economics and Business, but not essential		
<b>Economics</b>	"C" in Year 10 English	Recommended to have studied Year 10 Economics & Business, but not essential		
<b>Legal Studies</b>	"C" in Year 10 English	Recommended to have studied Year 10 Civics & Citizenship, but not essential		

# Senior Education Profile

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

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

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

## Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

## Queensland Certificate of Education (QCE)

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

## Queensland Certificate of Individual Achievement (QCIA)

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

# Senior subjects

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. 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.

## Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

## Short Courses

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

For more information about the ACSF see: <https://www.education.gov.au/australian-core-skills-framework>.

# Underpinning factors

All senior syllabuses are underpinned by:

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

## General syllabuses and Short Courses

In addition to literacy and numeracy, General syllabuses and Short Courses 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.

## Vocational education and training (VET)

Students can access VET programs through the school if it:

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

## Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

## English requirement

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

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

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

# 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

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

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

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

### Units 3 and 4 assessments

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

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

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

## **Instrument-specific marking guides**

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

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

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

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

## **External assessment**

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

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

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



# 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

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

### Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

### Essential English and Essential Mathematics — Common internal assessment

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

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3

- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

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

### **Summative internal assessment — instrument-specific standards**

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

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

## **Senior External Examinations**

### **Senior External Examinations course overview**

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school
- adult students (people of any age not enrolled at a Queensland secondary school)
  - to meet tertiary entrance or employment requirements
  - for personal interest.

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.

For more information about the Senior External Examination, see:

[www.qcaa.qld.edu.au/senior/see](http://www.qcaa.qld.edu.au/senior/see).

## **Assessment**

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: <https://www.qcaa.qld.edu.au/senior/sep-calendar>.

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

# Short Courses

## Course overview

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

Short Courses are available in:

- Literacy
- Numeracy

## Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment.

The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

# TAFE @ School

## ***TAFE at School - For students on a VET Pathway***

TAFE QLD is the largest and most experienced provider of vocational education and training in the state. Year 11 and 12 students can choose to study from more than 60 exciting and varied certificate level vocational education and training (VET) courses. TAFE QLD offers some of the best training facilities, with advanced, industry-standard workspaces and classrooms. All training is delivered in an adult learning environment, so students get a taste of what it's like to study in a higher education setting.

A TAFE at School qualification can be achieved in conjunction with senior studies and count towards the Queensland Certificate of Education (QCE). It requires students to attend a TAFE campus for one day a week typically over the course of a year. Students will complete one less subject at the college and will be provided with study lessons to catch up on the work taught in the lessons that have been missed on their TAFE at School day. It is therefore not a suitable option for students undertaking an ATAR pathway.

### **Benefits of TAFE at School**

- Fits around your senior studies
- Get valuable QLD Certificate of Education (QCE) credits
- Open up a variety of pathways
- Gain credits towards an apprenticeship or diploma
- Build practical skills in an adult learning environment
- Get work ready

### **Eligibility**

TAFE at School is available to students beginning Year 11 in 2024 undertaking a VET Pathway. Enrolment in a TAFE at School program requires both parental and school consent.

Students should only consider undertaking the program if they are able to commit to ongoing attendance requirements in line with the TAFE Qld's academic calendar, and personal conduct that meets the expectations of the TQ Student Rules.

### **How much does it cost?**

Costs vary from course to course. Students may be eligible for a range of fee-free TAFE at School courses, covered under VET in Schools (VETiS) funding, funded by the QLD government. The courses advertised as VETiS funded in the TAFE at School Guide are only applicable if students have not accessed VETiS funding in the past. TAFE payment plans may also be available to assist with the payment of a course.

### **How do I enrol?**

To apply go to: [www.tafeapply.com](http://www.tafeapply.com)

Applications for 2024 open on Monday 17 July. You'll need the application code for the course at the location you want to apply. These can be found at the back of the TAFE at School Course Guide.

Applicants will also need to provide their Learner Unique Identifier (LUI) and Unique Student Identifier (USI) numbers. If you do not have a USI head to [www.usi.gov.au](http://www.usi.gov.au) to create one. For any queries regarding the TAFE at Schools Program, speak to Mrs Terri Saunders – VET Program Leader.

# Senior Subject guides

## Religion

### General

- Study of Religion

### Applied

- Religion and Ethics

## English

### General

- English
- English as an Additional Language
- Literature

### Applied

- Essential English

## Mathematics

### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

### Applied

- Essential Mathematics

## Humanities

### General

- Ancient History
- Geography
- Modern History

### Applied

- Social & Community Studies

## Business

### General

- Accounting
- Economics
- Business
- Legal Studies

### Applied

- Tourism

## Technologies

### General

- Design
- Digital Solutions
- Engineering
- Food and Nutrition

### Applied

- Building & Construction Skills
- Industrial Graphics

## Health and Physical Education

### General

- Health
- Physical Education

## Science

### General

- Biology
- Chemistry
- Physics
- Psychology

## Languages

### General

- Chinese
- Chinese SEE

## The Arts

### General

- Drama
- Film, Television & New Media
- Music
- Music Extension (Composition)
- Music Extension (Musicology)
- Music Extension (Performance)
- Visual Art

### Applied

- Arts in Practice

## Vocational Education and Training (Certificate Courses)

- Cert III Aviation
- Certificate II / III in Hospitality
- Cert III Business
- Cert III Sport & Recreation
- Cert III Fitness
- Cert II/III in Health Support Services
- Diploma of Business

# General Subject Guides

## Study of Religion

### General senior subject

General

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion and their influence on people, society and culture. These are explored through sacred texts and religious writings that offer insights into life, and through the rituals that mark significant moments and events in the religion itself and the lives of adherents.

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields.

### Pathways

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

### Objectives

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

- describe the characteristics of religion and religious traditions
- demonstrate an understanding of religious traditions
- differentiate between religious traditions
- analyse perspectives about religious expressions within traditions
- consider and organise information about religion
- evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture
- create responses that communicate meaning to suit purpose.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Sacred texts and religious writings</b> <ul style="list-style-type: none"><li>• Sacred texts</li><li>• Abrahamic traditions</li></ul>	<b>Religion and ritual</b> <ul style="list-style-type: none"><li>• Lifecycle rituals</li><li>• Calendrical rituals</li></ul>	<b>Religious ethics</b> <ul style="list-style-type: none"><li>• Social ethics</li><li>• Ethical relationships</li></ul>	<b>Religion, rights and the nation-state</b> <ul style="list-style-type: none"><li>• Religion and the nation-state</li><li>• Religion and human rights</li></ul>

## Assessment

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

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

### Summative assessments

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

# English

## General senior subject

General

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

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

## Pathways

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

## Objectives

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

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



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Perspectives and texts</b> <ul style="list-style-type: none"> <li>Examining and creating perspectives in texts</li> <li>Responding to a variety of non-literary and literary texts</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts</li> <li>Responding to literary and non-literary texts, including a focus on Australian texts</li> <li>Creating imaginative and analytical texts</li> </ul>	<b>Textual connections</b> <ul style="list-style-type: none"> <li>Exploring connections between texts</li> <li>Examining different perspectives of the same issue in texts and shaping own perspectives</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>Engaging with literary texts from diverse times and places</li> <li>Responding to literary texts creatively and critically</li> <li>Creating imaginative and analytical texts</li> </ul>

## Assessment

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

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

### Summative assessments

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

# English as an Additional Language

## General senior subject

General

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes.

Students have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies.

Students make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre. They explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students develop empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods.

## Pathways

A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Language, text and culture</b> <ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts</li> <li>Responding to a variety of media and literary texts</li> <li>Creating analytical and persuasive texts</li> </ul>	<b>Perspectives in texts</b> <ul style="list-style-type: none"> <li>Examining and shaping perspectives in texts</li> <li>Responding to literary texts, including a focus on Australian texts</li> <li>Creating imaginative and analytical texts</li> </ul>	<b>Issues, ideas and attitudes</b> <ul style="list-style-type: none"> <li>Exploring representations of issues, ideas and attitudes in texts</li> <li>Responding to literary and persuasive texts</li> <li>Creating analytical and persuasive texts</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>Engaging with literary texts from diverse times and places</li> <li>Responding to literary texts creatively and critically</li> <li>Creating imaginative and analytical texts</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Literature

## General senior subject

General

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

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Introduction to literary studies</b> <ul style="list-style-type: none"> <li>• Ways literary texts are received and responded to</li> <li>• How textual choices affect readers</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>• Ways literary texts connect with each other — genre, concepts and contexts</li> <li>• Ways literary texts connect with each other — style and structure</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Literature and identity</b> <ul style="list-style-type: none"> <li>• Relationship between language, culture and identity in literary texts</li> <li>• Power of language to represent ideas, events and people</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Independent explorations</b> <ul style="list-style-type: none"> <li>• Dynamic nature of literary interpretation</li> <li>• Close examination of style, structure and subject matter</li> <li>• Creating analytical and imaginative texts</li> </ul>

## Assessment

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

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

### Summative assessments

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

# General Mathematics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Mathematical Methods

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Algebra, statistics and functions</b> <ul style="list-style-type: none"> <li>Arithmetic and geometric sequences and series 1</li> <li>Functions and graphs</li> <li>Counting and probability</li> <li>Exponential functions 1</li> <li>Arithmetic and geometric sequences</li> </ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>Exponential functions 2</li> <li>The logarithmic function 1</li> <li>Trigonometric functions 1</li> <li>Introduction to differential calculus</li> <li>Further differentiation and applications 1</li> <li>Discrete random variables 1</li> </ul>	<b>Further calculus</b> <ul style="list-style-type: none"> <li>The logarithmic function 2</li> <li>Further differentiation and applications 2</li> <li>Integrals</li> </ul>	<b>Further functions and statistics</b> <ul style="list-style-type: none"> <li>Further differentiation and applications 3</li> <li>Trigonometric functions 2</li> <li>Discrete random variables 2</li> <li>Continuous random variables and the normal distribution</li> <li>Interval estimates for proportions</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Specialist Mathematics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, 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
<b>Combinatorics, vectors and proof</b> <ul style="list-style-type: none"> <li>Combinatorics</li> <li>Vectors in the plane</li> <li>Introduction to proof</li> </ul>	<b>Complex numbers, trigonometry, functions and matrices</b> <ul style="list-style-type: none"> <li>Complex numbers 1</li> <li>Trigonometry and functions</li> <li>Matrices</li> </ul>	<b>Mathematical induction, and further vectors, matrices and complex numbers</b> <ul style="list-style-type: none"> <li>Proof by mathematical induction</li> <li>Vectors and matrices</li> <li>Complex numbers 2</li> </ul>	<b>Further statistical and calculus inference</b> <ul style="list-style-type: none"> <li>Integration and applications of integration</li> <li>Rates of change and differential equations</li> <li>Statistical inference</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Ancient History

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> <li>• Examination — essay in response to historical sources</li> </ul>		<ul style="list-style-type: none"> <li>• Investigation — historical essay based on research</li> </ul>	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> <li>• Independent source investigation</li> </ul>		<ul style="list-style-type: none"> <li>• Examination — short responses to historical sources</li> </ul>	

# Geography

## General senior subject

General

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

## Pathways

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

## Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Responding to risk and vulnerability in hazard zones</b> <ul style="list-style-type: none"><li>• Natural hazard zones</li><li>• Ecological hazard zones</li></ul>	<b>Planning sustainable places</b> <ul style="list-style-type: none"><li>• Responding to challenges facing a place in Australia</li><li>• Managing the challenges facing a megacity</li></ul>	<b>Responding to land cover transformations</b> <ul style="list-style-type: none"><li>• Land cover transformations and climate change</li><li>• Responding to local land cover transformations</li></ul>	<b>Managing population change</b> <ul style="list-style-type: none"><li>• Population challenges in Australia</li><li>• Global population change</li></ul>

## Assessment

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

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

### Summative assessments

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

# Modern History

## General senior subject

General

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

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

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
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## Pathways

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

## Objectives

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

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



<b>Ideas in the modern world</b> <ul style="list-style-type: none"> <li>• Australian Frontier Wars, 1788–1930s</li> <li>• Age of Enlightenment, 1750s–1789</li> <li>• Industrial Revolution, 1760s–1890s</li> <li>• American Revolution, 1763–1783</li> <li>• French Revolution, 1789–1799</li> <li>• Age of Imperialism, 1848–1914</li> <li>• Meiji Restoration,</li> </ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"> <li>• Australian Indigenous rights movement since 1967</li> <li>• Independence movement in India, 1857–1947</li> <li>• Workers' movement since the 1860s</li> <li>• Women's movement since 1893</li> <li>• May Fourth Movement in China, 1919</li> <li>• Independence movement in Algeria, 1945–1962</li> </ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Australia, 1914–1949</li> <li>• England, 1707–1837</li> <li>• France, 1799–1815</li> <li>• New Zealand, 1841–1934</li> <li>• Germany, 1914–1945</li> <li>• United States of America, 1917–1945</li> <li>• Soviet Union, 1920s–1945</li> <li>• Japan, 1931–1967</li> <li>• China, 1931–1976</li> <li>• Indonesia, 1942–1975</li> <li>• India, 1947–1974</li> </ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Australian engagement with Asia since 1945</li> <li>• Search for collective peace and security since 1815</li> <li>• Trade and commerce between nations since 1833</li> <li>• Mass migrations since 1848</li> <li>• Information Age since 1936</li> <li>• Genocides and ethnic cleansings since 1941</li> <li>• Nuclear Age since 1945</li> </ul>
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Unit 1	Unit 2	Unit 3	Unit 4
1868–1912		• Israel, 1948–1993	• Cold War, 1945–1991
<ul style="list-style-type: none"> <li>• Boxer Rebellion, 1900–1901</li> <li>• Russian Revolution, 1905–1920s</li> <li>• Xinhai Revolution, 1911–1912</li> <li>• Iranian Revolution, 1977–1979</li> <li>• Arab Spring since 2010</li> <li>• Alternative topic for Unit 1</li> </ul>	<ul style="list-style-type: none"> <li>• Independence movement in Vietnam, 1945–1975</li> <li>• Anti-apartheid movement in South Africa, 1948–1991</li> <li>• African-American civil rights movement, 1954–1968</li> <li>• Environmental movement since the 1960s</li> <li>• LGBTIQ civil rights movement since 1969</li> <li>• Pro-democracy movement in Myanmar (Burma) since 1988</li> <li>• Alternative topic for Unit 2</li> </ul>	<ul style="list-style-type: none"> <li>• South Korea, 1948–1972</li> </ul>	<ul style="list-style-type: none"> <li>• Struggle for peace in the Middle East since 1948</li> <li>• Cultural globalisation since 1956</li> <li>• Space exploration since 1957</li> <li>• Rights and recognition of First Peoples since 1982</li> <li>• Terrorism, anti-terrorism and counter-terrorism since 1984</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Accounting

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Real world accounting</b> <ul style="list-style-type: none"><li>• Accounting for a service business — cash, accounts receivable, accounts payable and no GST</li><li>• End-of-month reporting for a service business</li></ul>	<b>Management effectiveness</b> <ul style="list-style-type: none"><li>• Accounting for a trading GST business</li><li>• End-of-year reporting for a trading GST business</li></ul>	<b>Monitoring a business</b> <ul style="list-style-type: none"><li>• Managing resources for a trading GST business — non-current assets</li><li>• Fully classified financial statement reporting for a trading GST business</li></ul>	<b>Accounting — the big picture</b> <ul style="list-style-type: none"><li>• Cash management</li><li>• Complete accounting process for a trading GST business</li><li>• Performance analysis of a listed public company</li></ul>

## Assessment

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

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

### Summative assessments

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

# Business

## General senior subject

General

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

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

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

## Pathways

A course of study in Business can establish a basis for further education and

employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Business creation</b> <ul style="list-style-type: none"><li>• Fundamentals of business</li><li>• Creation of business ideas</li></ul>	<b>Business growth</b> <ul style="list-style-type: none"><li>• Establishment of a business</li><li>• Entering markets</li></ul>	<b>Business diversification</b> <ul style="list-style-type: none"><li>• Competitive markets</li><li>• Strategic development</li></ul>	<b>Business evolution</b> <ul style="list-style-type: none"><li>• Repositioning a business</li><li>• Transformation of a business</li></ul>

## Assessment

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

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

### Summative assessments

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

# Economics

## General senior subject

General

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

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

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

## Pathways

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

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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



# Legal Studies

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Beyond reasonable doubt</b> <ul style="list-style-type: none"><li>• Legal foundations</li><li>• Criminal investigation process</li><li>• Criminal trial process</li><li>• Punishment and sentencing</li></ul>	<b>Balance of probabilities</b> <ul style="list-style-type: none"><li>• Civil law foundations</li><li>• Contractual obligations</li><li>• Negligence and the duty of care</li></ul>	<b>Law, governance and change</b> <ul style="list-style-type: none"><li>• Governance in Australia</li><li>• Law reform within a dynamic society</li></ul>	<b>Human rights in legal contexts</b> <ul style="list-style-type: none"><li>• Human rights</li><li>• The effectiveness of international law</li><li>• Human rights in Australian contexts</li></ul>

## Assessment

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

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

### Summative assessments

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

# Design

## General senior subject

General

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

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Design in practice</b> <ul style="list-style-type: none"><li>• Experiencing design</li><li>• Design process</li><li>• Design styles</li></ul>	<b>Commercial design</b> <ul style="list-style-type: none"><li>• Explore — client needs and wants</li><li>• Develop — collaborative design</li></ul>	<b>Human-centred design</b> <ul style="list-style-type: none"><li>• Designing with empathy</li></ul>	<b>Sustainable design</b> <ul style="list-style-type: none"><li>• Explore — sustainable design opportunities</li><li>• Develop — redesign</li></ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — design challenge</li></ul>	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Project</li></ul>	35%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — design challenge</li></ul>	25%

# Digital Solutions

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Project — digital solution	30%	Summative external assessment (EA): • Examination	25%

# Food & Nutrition

## General senior subject

General

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, in conjunction with study of the food system.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development and the overarching principles of waste management, sustainability and food protection that have an impact on all sectors of the food system.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Using a problem-based learning approach, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students will integrate and use new and existing knowledge to make decisions and solve problems through investigation, experimentation and analysis.

Food & Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition.

## Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

## Objectives

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Food science of vitamins, minerals and protein</b> <ul style="list-style-type: none"> <li>• Introduction to the food system</li> <li>• Vitamins and minerals</li> <li>• Protein</li> <li>• Developing food solutions</li> </ul>	<b>Food drivers and emerging trends</b> <ul style="list-style-type: none"> <li>• Consumer food drivers</li> <li>• Sensory profiling</li> <li>• Labelling and food safety</li> <li>• Food formulation for consumer markets</li> </ul>	<b>Food science of carbohydrate and fat</b> <ul style="list-style-type: none"> <li>• The food system</li> <li>• Carbohydrate</li> <li>• Fat</li> <li>• Developing food solutions</li> </ul>	<b>Food solution development for nutrition consumer markets</b> <ul style="list-style-type: none"> <li>• Formulation and reformulation for nutrition consumer markets</li> <li>• Food development process</li> </ul>

## Assessment

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

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

### Summative assessments

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



# Health

## General senior subject

General

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

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Physical Education

## General senior subject

General

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Motor learning, functional anatomy, biomechanics and physical activity</b> <ul style="list-style-type: none"> <li>• Motor learning integrated with a selected physical activity</li> <li>• Functional anatomy and biomechanics integrated with a selected physical activity</li> </ul>	<b>Sport psychology, equity and physical activity</b> <ul style="list-style-type: none"> <li>• Sport psychology integrated with a selected physical activity</li> <li>• Equity — barriers and enablers</li> </ul>	<b>Tactical awareness, ethics and integrity and physical activity</b> <ul style="list-style-type: none"> <li>• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</li> <li>• Ethics and integrity</li> </ul>	<b>Energy, fitness and training and physical activity</b> <ul style="list-style-type: none"> <li>• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Biology

## General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"><li>• Cells as the basis of life</li><li>• Multicellular organisms</li></ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"><li>• Homeostasis</li><li>• Infectious diseases</li></ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"><li>• Describing biodiversity</li><li>• Ecosystem dynamics</li></ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"><li>• DNA, genes and the continuity of life</li><li>• Continuity of life on Earth</li></ul>

## Assessment

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

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

### Summative assessments

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

# Chemistry

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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



# Physics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Psychology

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Chinese

## General senior subject

General

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

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

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

## Pathways

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul>	探索世界 <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> <li>• The contribution of Chinese culture to the world</li> </ul>	社会现象 <b>Our society</b> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> <li>• Individuals in society</li> </ul>	我的未来 <b>My future</b> <ul style="list-style-type: none"> <li>• Finishing secondary school, plans and reflections</li> <li>• Responsibilities and moving on</li> </ul>

## Assessment

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

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

### Summative assessments

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

## Senior External Examination Languages

The following languages are offered through Senior External Examination (SEE) syllabuses.

- Arabic
- Chinese
- Indonesian
- Korean
- Latin
- Modern Greek
- Polish
- Punjabi
- Russian
- Vietnamese

### Assessment

All assessment in these syllabuses will be based on the learning across both Units 3 and 4 and will be conducted through external examination.

# Drama

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Share</b> How does drama promote shared understandings of the human experience? <ul style="list-style-type: none"><li>• cultural inheritances</li></ul>	<b>Reflect</b> How is drama shaped to reflect lived experience? <ul style="list-style-type: none"><li>• Realism, including Magical Realism, Australian Gothic</li></ul>	<b>Challenge</b> How can we use drama to challenge our understanding of humanity? <ul style="list-style-type: none"><li>• Theatre of Social</li></ul>	<b>Transform</b> How can you transform dramatic practice? <ul style="list-style-type: none"><li>• Contemporary performance</li><li>• associated</li></ul>



of storytelling <ul style="list-style-type: none"> <li>oral history and emerging practices</li> <li>a range of linear and non-linear forms</li> </ul>	<ul style="list-style-type: none"> <li>associated conventions of styles and texts</li> </ul>	Comment, including Theatre of the Absurd and Epic Theatre <ul style="list-style-type: none"> <li>associated conventions of styles and texts</li> </ul>	conventions of styles and texts <ul style="list-style-type: none"> <li>inherited texts as stimulus</li> </ul>
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## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> <li>Performance</li> </ul>		<ul style="list-style-type: none"> <li>Project — practice-led project</li> </ul>	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> <li>Project — dramatic concept</li> </ul>			
Summative external assessment (EA): 25% <ul style="list-style-type: none"> <li>Examination — extended response</li> </ul>			

# Film, Television & New Media

## General senior subject

General

Film, Television & 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 & New Media can establish a basis for further education and employment in the fields of

information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

## Objectives

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

- 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
<b>Foundation</b> <ul style="list-style-type: none"><li>• Concept: technologies How are tools and associated processes used to create meaning?</li><li>• Concept: institutions How are institutional practices influenced by</li></ul>	<b>Story forms</b> <ul style="list-style-type: none"><li>• Concept: representations How do representations function in story forms?</li><li>• Concept: audiences How does the relationship between story forms and</li></ul>	<b>Participation</b> <ul style="list-style-type: none"><li>• Concept: technologies How do technologies enable or constrain participation?</li><li>• Concept: audiences How do different contexts and purposes impact the participation</li></ul>	<b>Identity</b> <ul style="list-style-type: none"><li>• Concept: technologies How do media artists experiment with technological practices?</li><li>• Concept: representations How do media artists portray people, places,</li></ul>

social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning?	meaning change in different contexts? • Concept: languages How are media languages used to construct stories?	of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?	events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?
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## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Case study investigation</li></ul>	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Stylistic project</li></ul>	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Multi-platform project</li></ul>	25%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>			

# Music

## General senior subject

General

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

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

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

## Pathways

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

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Performance</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Integrated project</li></ul>	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Composition</li></ul>	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination</li></ul>			

# Music Extension (Composition)

## General senior subject

General

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

## Assessment

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

### Summative assessments

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

# Music Extension (Musicology)

## General senior subject

General

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

## 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
- analyse music
- investigate music
- synthesise information.

## Structure

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

## Assessment

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

### Summative assessments

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

# Music Extension (Performance)

## General senior subject

General

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.

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.

## Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration,

## Structure

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

## Assessment

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

### Summative assessments

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



# Visual Art

## General senior subject

General

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

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

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

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

## Pathways

A course of study in Visual Art can establish a basis for further education and

employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Art as lens</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"><li>• Concept: lenses to explore the material world</li></ul>	<b>Art as code</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"><li>• Concept: art as a coded visual language</li></ul>	<b>Art as knowledge</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"><li>• Concept: constructing knowledge as artist and audience</li></ul>	<b>Art as alternate</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"><li>• Concept: evolving alternate representations and</li></ul>

<ul style="list-style-type: none"> <li>• Contexts: personal and contemporary</li> <li>• Focus: People, place, objects</li> <li>• Media: 2D, 3D, and time-based</li> </ul>	<ul style="list-style-type: none"> <li>• Contexts: formal and cultural</li> <li>• Focus: Codes, symbols, signs and art conventions</li> <li>• Media: 2D, 3D, and time-based</li> </ul>	<ul style="list-style-type: none"> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> <li>• Media: student-directed</li> </ul>	meaning <ul style="list-style-type: none"> <li>• Contexts: contemporary and personal, cultural and/or formal</li> <li>• Focus: continued exploration of Unit 3 student-directed focus</li> <li>• Media: student-directed</li> </ul>
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## Assessment

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

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

### Summative assessments

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

# Applied Subject Guides

## Essential English

### Applied senior subject

Applied

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

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Essential Mathematics

## Applied senior subject

Applied

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

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

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

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

## Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context

related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Religion & Ethics

## Applied senior subject

Applied

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

## Pathways

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

## Objectives

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

- recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
- explain viewpoints and practices related to religion, beliefs and ethics
- organise information and material related to religion, beliefs and ethics
- analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake inquiries about religion, beliefs and ethics
- communicate the outcomes of inquiries to suit audiences
- appraise inquiry processes and the outcomes of inquiries.

## Structure

The Religion & Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

Core topics	Elective topics	
<ul style="list-style-type: none"> <li>Who am I? the personal perspective</li> <li>Who are we? the relational perspective</li> <li>Is there more than this? the spiritual perspective</li> </ul>	<ul style="list-style-type: none"> <li>The Australian scene</li> <li>Ethics and morality</li> <li>Good and evil</li> <li>Heroes and role models</li> <li>Indigenous Australian spiritualities</li> <li>Meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Peace and conflict</li> <li>Religion and contemporary culture</li> <li>Religions of the world</li> <li>Religious citizenship</li> <li>Sacred stories</li> <li>Social justice</li> <li>Spirituality</li> </ul>

## Assessment

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

- one project or investigation
- one examination
- no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> <li>written: 500–900 words</li> <li>spoken: 2½–3½ minutes</li> <li>multimodal: 3–6 minutes</li> <li>performance: continuous class time</li> <li>product: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>60–90 minutes</li> <li>50–250 words per item on the test</li> </ul>



# Arts in Practice

## Applied senior subject

Applied

Arts in Practice embraces studies in and across the visual, performing and media arts — dance, drama, media arts, music and visual arts. The interdisciplinary nature of the arts is becoming a more prevalent characteristic of contemporary arts practice.

Students engage with two or more art forms to create an artwork. They explore the core of arts literacies and arts processes, apply techniques and processes, analyse and create artworks, and investigate artists' purposes and audience interpretations.

Students have the opportunity to engage with creative industries and arts professionals as they gain practical skills, use essential terminology and make choices to communicate ideas through their art-making.

## Pathways

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 the creative arts and entertainment industries. Employment opportunities, with additional training and experience, may be found in areas such as arts management and promotions, arts advertising and marketing, theatre and

concert performance, multimedia, video game and digital entertainment design, screen and media, and creative communications and design.

## Objectives

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

- identify and explain concepts and ideas related to arts literacies and arts processes
- interpret information about arts literacies and arts processes
- demonstrate arts literacies and processes in arts making
- organise and apply arts literacies and arts processes to achieve goals
- analyse artworks and arts processes
- use language conventions and features to convey information and meaning about art forms, works and processes
- generate arts ideas and plan arts processes
- implement arts processes to create communications and realise artworks
- evaluate artworks and processes.

## Structure

The Arts in Practice course is designed around core and elective topics. Students explore at least three electives (art forms) across the four-unit course of study with at least two used in the creation of a product (artwork).

Core	Elective
<ul style="list-style-type: none"><li>• Arts literacies</li><li>• Arts processes</li></ul>	<ul style="list-style-type: none"><li>• Dance</li><li>• Drama</li><li>• Media Arts</li><li>• Music</li><li>• Visual Arts</li></ul>

## Assessment

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

- at least one project, arising from community connections
- one product (artwork) (involving the integration of at least two art forms) that is separate from the assessable component of a project.

Project	Product (Artwork)	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses a range of skills in the creation of an original product (artwork) that expresses a personal aesthetic.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>The Project in Arts in Practice requires:</p> <ul style="list-style-type: none"> <li>• a product (artwork) that demonstrates the significant contribution of at least two art forms</li> <li>• at least one other component from the following: <ul style="list-style-type: none"> <li>– written</li> <li>– spoken</li> <li>– multimodal.</li> </ul> </li> </ul>	Variable conditions.	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>

# Building & Construction Skills

## Applied senior subject

Applied

Building and Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment.

Students learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications.

Students develop transferable skills by engaging in construction 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 Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler,

plumber, steel fixer, landscaper and electrician.

## Objectives

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

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

## Structure

The Building & Construction Skills course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> <li>• Industry practices</li> <li>• Construction processes</li> </ul>	Carpentry plus at least two other electives: <ul style="list-style-type: none"> <li>• Bricklaying</li> <li>• Concreting</li> <li>• Landscaping</li> <li>• Plastering and painting</li> <li>• Tiling.</li> </ul>

## Assessment

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

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration for a unit context artefact and reflect on industry practices, and production skills and procedures.	<b>Practical demonstration</b> Practical demonstration: the skills and procedures used in 3–5 production processes  <b>Documentation</b> Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students construct a unit context structure and document the construction process.	<b>Structure</b> Structure: 1 unit context structure constructed using the skills and procedures in 5–7 production processes  <b>Construction process</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

# Industrial Graphics Skills

## Applied senior subject

Applied

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

# Social & Community Studies

## Applied senior subject

Applied

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

## Pathways

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

## Objectives

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

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.

## Structure

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

Core life skills	Elective topics	
<ul style="list-style-type: none"> <li>Personal skills — Growing and developing as an individual</li> <li>Interpersonal skills — Living with and relating to other people</li> <li>Citizenship skills — Receiving from and contributing to community</li> </ul>	<ul style="list-style-type: none"> <li>The Arts and the community</li> <li>Australia's place in the world</li> <li>Gender and identity</li> <li>Health: Food and nutrition</li> <li>Health: Recreation and leisure</li> </ul>	<ul style="list-style-type: none"> <li>Into relationships</li> <li>Legally, it could be you</li> <li>Money management</li> <li>Science and technology</li> <li>Today's society</li> <li>The world of work</li> </ul>

## Assessment

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

- one project or investigation
- one examination
- no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> <li>written: 500–900 words</li> <li>spoken: 2½–3½ minutes</li> <li>multimodal: 3–6 minutes</li> <li>performance: continuous class time</li> <li>product: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>60–90 minutes</li> <li>50–250 words per item on the test</li> </ul>



# Tourism

## Applied senior subject

Applied

Tourism studies enable 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.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

## 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:

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

## Structure

The Tourism course is designed around interrelated core topics and electives.

Core topics	Elective topics	
<ul style="list-style-type: none"><li>• Tourism as an industry</li><li>• The travel experience</li><li>• Sustainable tourism</li></ul>	<ul style="list-style-type: none"><li>• Technology and tourism</li><li>• Forms of tourism</li><li>• Tourist destinations and attractions</li></ul>	<ul style="list-style-type: none"><li>• Tourism marketing</li><li>• Types of tourism</li><li>• Tourism client groups</li></ul>

## Assessment

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

- one project
- one examination
- no more than two assessments from each technique.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

# Certificate Courses – School-based

## ***TAFE at School - For students on a VET Pathway***

TAFE QLD is the largest and most experienced provider of vocational education and training in the state. Year 11 and 12 students can choose to study from more than 60 exciting and varied certificate level vocational education and training (VET) courses. TAFE QLD offers some of the best training facilities, with advanced, industry-standard workspaces and classrooms. All training is delivered in an adult learning environment, so students get a taste of what it's like to study in a higher education setting.

A TAFE at School qualification can be achieved in conjunction with senior studies and count towards the Queensland Certificate of Education (QCE). It requires students to attend a TAFE campus for one day a week typically over the course of a year. Students will complete one less subject at the college and will be provided with study lessons to catch up on the work taught in the lessons that have been missed on their TAFE at School day. It is therefore not a suitable option for students undertaking an ATAR pathway.

### **Benefits of TAFE at School**

- Fits around your senior studies
- Get valuable QLD Certificate of Education (QCE) credits
- Open up a variety of pathways
- Gain credits towards an apprenticeship or diploma
- Build practical skills in an adult learning environment
- Get work ready

### **Eligibility**

TAFE at School is available to students beginning Year 11 in 2024 undertaking a VET Pathway. Enrolment in a TAFE at School program requires both parental and school consent.

Students should only consider undertaking the program if they are able to commit to ongoing attendance requirements in line with the TAFE Qld's academic calendar, and personal conduct that meets the expectations of the TQ Student Rules.

### **How much does it cost?**

Costs vary from course to course. Students may be eligible for a range of fee-free TAFE at School courses, covered under VET in Schools (VETiS) funding, funded by the QLD government. The courses advertised as VETiS funded in the TAFE at School Guide are only applicable if students have not accessed VETiS funding in the past. TAFE payment plans may also be available to assist with the payment of a course.

### **How do I enrol?**

To apply go to: [www.tafeapply.com](http://www.tafeapply.com)

Applications for 2024 open on Monday 17 July. You'll need the application code for the course at the location you want to apply. These can be found at the back of the TAFE at School Course Guide.

Applicants will also need to provide their Learner Unique Identifier (LUI) and Unique Student Identifier (USI) numbers. If you do not have a USI head to [www.usi.gov.au](http://www.usi.gov.au) to create one. For any queries regarding the TAFE at Schools Program, speak to Mrs Terri Saunders – VET Program Leader.

# AVI30419 Certificate III Aviation (Remote Pilot) Certificate Courses



VET

REGISTERED TRAINING ORGANISATION		Skills Generation (RTO Code: 41008)	
Subject Type	Vocational Education and Training (VET) Qualification		
Nationally Recognised Qualifications	AVI30419 Certificate III Aviation (Remote Pilot)		
Course Length	2 years		
Units Undertaken	Code	Unit Title	
	AVIF0021	Manage human factors in remote pilot aircraft systems operations	
	AVIW0028	Operate and manage remote pilot aircraft systems	
	AVIY0052	Control remote pilot aircraft systems on the ground	
	AVIY0053	Manage remote pilot aircraft systems energy source requirements	
	AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations	
	AVIE0003	Operate aeronautical radio	
	AVIY0027	Operate multi-rotor remote pilot aircraft systems	
	AVIH0007	Operate remote pilot aircraft systems under night visual line of sight (NVLOS)	
	AVIH0008	Operate remote pilot aircraft systems extended visual line of sight (EVLOS)	
	AVIE0005	Complete a Notice to Airmen (NOTAM)	
	AVIH0006	Navigate remote pilot aircraft systems	
	AVIW0004	Perform operational inspections on remote operated systems	
	AVIY0023	Launch, control and recover a remotely piloted aircraft	
	AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations	
Reasons to Study the Subject	The Certificate III Aviation (Remote Pilot) provide students with an opportunity to learn initial principles of flying – with their very own drone they construct themselves. Students will learn basic welding skills, communication skills, and explore career options in the engineering and manufacturing industry.		
	<u>QCE Credits:</u> The successful completion of the Cert III in Aviation (Remote Pilot) contributes a maximum of <b>six (6) credits</b> towards a student’s QCE.		
	Students studying this program may also progress to: CASA RePL – Remote Pilot’s Licence after undertaking a CASA approved theory and practical exam with a theory pass mark of 70%. (Additional cost \$40)		

## ENTRY REQUIREMENTS

A sound achievement in English and Maths is recommended.

Topics of Study				
	AVIF0021 Manage human factors in remote pilot aircraft systems operations  AVIW0028 Operate and manage remote pilot aircraft systems	AVIY0052 Control remote pilot aircraft systems on the ground  AVIY0053 Manage remote pilot aircraft systems energy source requirements	AVIZ0005 Apply situational awareness in remote pilot aircraft systems operations  AVIE0003 Operate aeronautical radio	AVIY0027 Operate multi-rotor remote pilot aircraft systems  AVIH0007 Operate remote pilot aircraft systems under night visual line of sight (NVLOS)
	AVIH0008 Operate remote pilot aircraft systems extended visual line of sight (EVLOS)  AVIE0005 Complete a Notice to Airmen (NOTAM)	AVIH0006 Navigate remote pilot aircraft systems  AVIW0004 Perform operational inspections on remote operated systems	AVIY0023 Launch, control and recover a remotely piloted aircraft  AVIY0031 Apply the principles of air law to remote pilot aircraft systems operations	<b><u>Finalisation of qualification:</u></b> <b>AVI30419 Cert III Aviation (Remote Pilot)</b>
Learning and Assessment	A range of teaching/learning strategies will be used to deliver the competencies. These include: <ul style="list-style-type: none"><li>• Practical tasks</li><li>• Group work</li><li>• Theory work</li></ul> Assessment is competency-based meaning that students must demonstrate competency in all elements of the task. Students will be provided additional opportunities to demonstrate competency if they have not been deemed satisfactory.			
Pathways	Upon successful completion of the entry level course AVI30419 Certificate III in Aviation (Remote Pilot), there are a number of career pathways including public safety and emergency services, aerial surveying, mines and resource sectors, Federal, State and Local Government agencies, and specialist civil and military surveillance.  <b>Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit <a href="https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar">https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar</a></b>			
Cost	<b>This course is VET in Schools (VETiS) funded.</b> The QLD government will fund one VETiS funded course for senior students while they are at school. If a student has used their VETiS funding on another program, they will need to pay the fee for service charge. <ul style="list-style-type: none"><li>• Fee for Service Student AVI30419 - \$3300</li><li>• Fee For Service Student AVI30419* - \$1,200</li></ul> * Price applicable only for students in a class with a minimum of 15 VETiS funded students.			
For further information contact the VET Program Leader, Mrs Terri Saunders <a href="mailto:terri.saunders@stmc.qld.edu.au">terri.saunders@stmc.qld.edu.au</a>				

# SIT20316 Certificate II in Hospitality

## SIT30616 Certificate III in Hospitality

### Certificate Courses



VET

REGISTERED TRAINING ORGANISATION		Training Direct (RTO Code: 32355)	
Subject Type	Vocational Education and Training (VET) Qualification		
Nationally Recognised Qualifications	SIT30616 Certificate III in Hospitality (incorporating SIT20316 Certificate II in Hospitality)		
Course Length	2 years		
Units Undertaken	Code	Unit Title	Core/Elective
	BSBWOR203	Work effectively with others	Core SIT20316 SIT30616
	SITHIND002	Source and use information on the hospitality industry	Core SIT20316 SIT30616
	SITHIND003	Use hospitality skills effectively	Core SIT20316
	SITXCCS003	Interact with customers	Core SIT20316 Elective SIT30616
	SITXCOM002	Show social and cultural sensitivity	Core SIT20316 SIT30616
	SITXWHS001	Participate in safe work practices	Core SIT20316 SIT30616
	SITXFSA001 (Prerequisite*)	Use hygienic practices for food safety	Elective SIT20316 SIT30616
	SITHKOP001*	Clean kitchen premises and equipment	Elective SIT20316 SIT30616
	SITHCCC002 *	Prepare and present simple dishes	Elective SIT20316 SIT30616
	SITHCCC003 *	Prepare and present sandwiches	Elective SIT20316 SIT30616
	SITHFAB005 *	Prepare and serve espresso coffee	Elective SIT20316 SIT30616
	SITXFIN001	Process financial transactions	Elective SIT20316 SIT30616
	SITXCCS006	Provide service to customers	Core SIT30616
	SITXHRM001	Coach others in job skills	Core SIT30616
	SITHIND004	Work effectively in hospitality	Core SIT30616
	SITXINV002	Maintain the quality of perishable items	Elective SIT30616
Reasons to Study the Subject	Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events, providing service to customers in real-world hospitality contexts. <u>QCE Credits</u> : Successful completion of <b>SIT30616</b> Certificate III in Hospitality contributes a maximum of <b>eight (8) credits</b> towards a student’s QCE. If the student were to exit the course early but after the completion of sufficient units for the Cert II in Hospitality, they will receive a maximum of four (4) credits towards a student’s QCE.		
<b>ENTRY REQUIREMENTS</b>			
Students need to have an interest in hospitality and a willingness to interact with customers in a positive manner. They also need to be prepared to participate in functions out of class time – refer to the number of service periods required in the Learning and Assessment section.			

Topics of Study				
	<ul style="list-style-type: none"><li>● Use Hygienic Practices for Food Safety</li><li>● Prepare and Serve Espresso Coffee</li><li>● Use Hospitality Skills Effectively</li></ul>	<ul style="list-style-type: none"><li>● Participate in Safe Work Practices</li><li>● Process Financial Transactions</li><li>● Clean kitchen Premises and Equipment</li></ul>	<ul style="list-style-type: none"><li>● Prepare and Present Simple Dishes</li><li>● Work Effectively with Others</li><li>● Source and Use Information on the Hospitality Industry</li></ul>	<ul style="list-style-type: none"><li>● <b>Work Placement</b></li><li>● Prepare and Present Sandwiches</li><li>● Show Social and Cultural Sensitivity</li><li>● Interact with Customers</li></ul> <p><i><b>Finalisation of qualification: SIT20316 Certificate II in Hospitality</b></i></p>
	<ul style="list-style-type: none"><li>● Provide Service to Customers</li></ul>	<ul style="list-style-type: none"><li>● <b>Work Placement</b></li><li>● Coach Others in Job Skills</li></ul>	<ul style="list-style-type: none"><li>● Maintain the Quality of Perishable Items</li><li>● Work Effectively in Hospitality</li></ul>	<p><i><b>Finalisation of qualification: SIT30616 Certificate III in Hospitality</b></i></p>
Learning and Assessment	<p>A range of teaching/learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"><li>● Practical tasks</li><li>● Group work</li><li>● Industry placement</li></ul> <p>Assessment is competency-based meaning that students must demonstrate competency in all elements of the task. Students will be provided reasonable additional opportunities to demonstrate competency if they have not been deemed satisfactory.</p> <p><b>Students are required to complete 12 service periods in a specified hospitality context to successfully achieve SIT20316 Certificate II Hospitality.</b></p> <p><b>Students are required to complete 36 service periods to successfully complete SIT30616 Certificate III in Hospitality.</b></p>			
Pathways	<p>The Certificate III in Hospitality provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, cafés, and coffee shops. This course offers students the chance to discover the various exciting career pathways in hospitality — from front office receptionist in a five-star hotel, to a banquet attendant serving a function for 1000 people.</p> <p>Further study could include Certificate IV in Hospitality, Diploma of Hospitality Management, Advanced Diploma of Hospitality Management, Bachelor of Hospitality Management.</p> <p><b>Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit <a href="https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar">https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar</a></b></p>			
Course Cost	<p>The QLD government will fund one VETiS funded course for senior students while they are at school. All VETiS eligible students undertaking SIT20316 Certificate II in Hospitality will be funded by the QLD government.</p> <p>Any student who is not eligible for VETiS funding will be funded through a fee for service arrangement with Training Direct, the cost being <b>\$1380</b> per participant.</p> <p>An additional \$350 is payable for each student to upgrade to SIT30616 Certificate III in Hospitality.</p>			
<p><b>For further information contact the VET Leader, Mrs Terri Saunders</b> <b><a href="mailto:terri.saunders@stmc.qld.edu.au">terri.saunders@stmc.qld.edu.au</a></b></p>				

# BSB30120 CERTIFICATE III IN BUSINESS

## Certificate Courses



<b>IMPORTANT</b> <b>PROGRAM DISCLOSURE STATEMENT</b> <b>(PDS)</b>	<p>This Subject Outline is to be read in conjunction with Binnacle Training's <u>Program Disclosure Statement</u> (PDS). The PDS sets out the services and training products Binnacle Training provides <u>and</u> those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).</p> <p>To access Binnacle's PDS, visit: <a href="http://www.binnacletraining.com.au/rto">www.binnacletraining.com.au/rto</a> and select 'RTO Files'.</p>
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<b>REGISTERED TRAINING ORGANISATION</b>	<b>Binnacle Training (RTO Code: 31319)</b>
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<b>Subject Type</b>	<b>Vocational Education and Training</b>
<b>Nationally Recognised Qualifications</b>	<b>BSB30120 CERTIFICATE III IN BUSINESS</b>
<b>Course Length</b>	<b>2 years</b>
<b>Reasons to Study the Subject</b>	<p>Binnacle's Certificate III in Business 'Business in Schools' program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership and organisation, customer service, personal management, teamwork and relationships, business technology and financial literacy – incorporating the delivery of a range of projects and services within their school community. Students will also investigate business opportunities.</p> <p><u>QCE Credits</u>: Successful completion of the Certificate III in Business contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE.</p> <p>Graduates will be able to use their Certificate III in Business</p> <ul style="list-style-type: none"> <li>• as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer);</li> <li>• to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); and</li> <li>• to improve their chances of gaining tertiary entrance.</li> </ul>

<b>LANGUAGE, LITERACY AND NUMERACY SKILLS</b>
<p>A Language, Literacy &amp; Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's <a href="#">Student Information</a> document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.</p>

	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<b>Topics of Study / Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Introduction to the Business Services Industry</li> <li>• Personal Wellbeing; Personal Work Priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Literacy – Be MoneySmart</li> </ul>	<ul style="list-style-type: none"> <li>• Workplace Health and Safety</li> <li>• Participate in Sustainable Work Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive Work Practices</li> <li>• Workplace Communication</li> </ul>



	TERM 5	TERM 6	TERM 7	TERM 8
	<ul style="list-style-type: none"> <li>• Work in a Team</li> <li>• Apply Critical Thinking Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Create Electronic Presentations</li> <li>• Design Business Documents</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver Customer Service</li> </ul>	
<b>Learning and Assessment</b>	<p>Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Deliverer) – incorporating delivery of a range of projects and services within their school community. This includes a group project where students design and plan for a new product or service (Binnacle Boss Entrepreneurship Program).</p> <p>A range of teaching/learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"> <li>• Practical tasks / experience</li> <li>• Hands-on activities including customer interactions</li> <li>• Group projects</li> <li>• e-Learning projects</li> </ul> <p>Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.</p> <p><b>NOTE: From time to time, project delivery may require a mandatory 'outside subject' component (e.g. before or after school).</b></p>			

<b>Pathways</b>	<p>The Certificate III in Business will predominantly be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example:</p> <ul style="list-style-type: none"> <li>• Business Owner</li> <li>• Business Manager</li> <li>• Customer Service Manager</li> </ul> <p><b>Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit <a href="https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar">https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar</a></b></p>
<b>Course Cost Paid by STMC</b>	<p>Please note that while there is no additional cost to school fees, STMC is charged the following amount for each student:</p> <ul style="list-style-type: none"> <li>• <b>\$265.00</b> = Binnacle Training Fees</li> </ul>
<p>For further information contact the VET Program Leader, Mrs Terri Saunders terri.saunders@stmc.qld.edu.au</p>	

# SIS30315 Certificate III in Fitness

## Certificate Courses



**Binnacle**  
Sport & Fitness

VET

<p><b>IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)</b></p>	<p><i>This Subject Outline is to be read in conjunction with Binnacle Training's <u>Program Disclosure Statement (PDS)</u>. The PDS sets out the services and training products Binnacle Training provides <u>and</u> those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).</i></p> <p>To access Binnacle's PDS, visit: <a href="http://www.binnacletraining.com.au/rto">http://www.binnacletraining.com.au/rto</a> and select 'RTO Files'.</p>
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REGISTERED TRAINING ORGANISATION	Binnacle Training (RTO Code: 31319)			
Subject Type	Vocational Education and Training (VET) Qualification			
Nationally Recognised Qualifications	<p>SIS30321 Certificate III in Fitness</p> <p><b><u>PLUS</u> entry qualification: SIS20115 Certificate II in Sport and Recreation</b></p>			
Course Length	<p>2 years</p> <p>Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.</p> <p><b>Reasons to Study the Subject</b></p> <p><u>QCE Credits:</u> Successful completion of the Certificate III in Fitness contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE.</p> <p>This program also includes the following:</p> <ul style="list-style-type: none"> <li>• <u>First Aid</u> qualification and <u>CPR</u> certificate; <i>plus</i> coaching accreditation.</li> <li>• A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer) at another RTO.</li> </ul>			
Topics of Study / Learning	<p><b><u>LANGUAGE, LITERACY AND NUMERACY SKILLS</u></b></p> <p>A Language, Literacy &amp; Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's <a href="#">Student Information</a> document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.</p>			
	Experiences	<p><b>TERM 1</b></p> <ul style="list-style-type: none"> <li>• The Sport, Fitness and Recreation Industry</li> </ul>	<ul style="list-style-type: none"> <li>• Work Health and Safety in Sport and Fitness</li> <li>• Developing Coaching Practices</li> </ul>	<p><b>TERM 2</b></p> <ul style="list-style-type: none"> <li>• Community Fitness Programs</li> <li>• Policies and Procedures</li> <li>• First Aid and CPR certificate</li> </ul>

### TERM 3

- Anatomy and Physiology – Body Systems, Cardiorespiratory System, Terminology

### TERM 4

- Client Screening and Health Assessments
- Plan and Deliver Exercise Programs

**Finalisation of qualification:**

***SIS20115***

***Certificate II in***

***Sport and***

***Recreation***

	TERM 5	TERM 6	TERM 7	TERM 8
	<ul style="list-style-type: none"><li>Anatomy and Physiology – Digestive System and Energy Systems</li><li>Nutrition – Providing Healthy Eating Information</li></ul>	<ul style="list-style-type: none"><li>Specific Populations; Training Older Clients; Client Conditions</li></ul>	<ul style="list-style-type: none"><li>Training Other Specific Population Clients; Community Fitness Programs</li></ul>	<ul style="list-style-type: none"><li>CPR refresher (optional)</li></ul> <p><b><u>Finalisation of qualification: SIS30321 Certificate III in Fitness</u></b></p>
<b>Learning and Assessment</b>	<p>Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).</p> <p>A range of teaching/learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"><li>Practical tasks</li><li>Hands-on activities involving participants/clients</li><li>Group work</li><li>Practical experience within the school sporting programs and fitness facility</li><li>Log Book of practical experience</li></ul> <p>Evidence contributing towards competency will be collected throughout the course. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.</p> <p><b>NOTE: This program involves an ‘outside subject’ weekly component as follows:</b></p> <ul style="list-style-type: none"><li><b>MANDATORY:</b> A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.</li><li><b>RECOMMENDED:</b> 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.</li></ul> <p><b>All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (minimum 40 hours).</b></p>			
<b>Pathways</b>	<p>The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:</p> <ul style="list-style-type: none"><li>Exercise Physiologist</li><li>Teacher – Physical Education</li><li>Sport Scientist</li></ul> <p><b>Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit <a href="https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar">https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar</a></b></p> <p>Students may also choose to continue their study by completing the Certificate IV in Fitness at another RTO.</p>			
<b>Course Costs Paid by STMC</b>	<p>Please note that while there is no additional cost to school fees, STMC is charged the following for each student:</p> <ul style="list-style-type: none"><li><b>\$265.00</b> = Binnacle Training Fee - Certificate II entry qualification</li><li><b>\$100.00</b> = Binnacle Training Fee - Certificate III Gap Fee</li><li><b>\$55.00</b> = First Aid Certificate costs</li></ul>			
<b>For further information contact the VET Program Leader, Mrs Terri Saunders – <a href="mailto:terri.saunders@stmc.qld.edu.au">terri.saunders@stmc.qld.edu.au</a></b>				

# SIS30115 CERTIFICATE III IN SPORT AND RECREATION

## Certificate Courses



<b>IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)</b>	<p><i>This Subject Outline is to be read in conjunction with Binnacle Training's <u>Program Disclosure Statement (PDS)</u>. The PDS sets out the services and training products Binnacle Training provides <u>and</u> those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).</i></p> <p><i>To access Binnacle's PDS, visit: <a href="http://www.binnacletraining.com.au/rto">http://www.binnacletraining.com.au/rto</a> and select 'RTO Files'.</i></p>
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REGISTERED TRAINING ORGANISATION		Binnacle Training (RTO Code: 31319)		
Subject Type	Vocational Education and Training (VET) Qualification			
Nationally Recognised Qualifications	SIS30115 Certificate III in Sport and Recreation <i>PLUS entry qualification: SIS20115 Certificate II in Sport and Recreation</i>			
Course Length	2 years			
Reasons to Study the Subject	<p>Binnacle’s Certificate III in Sport and Recreation ‘Sport in Schools’ program is offered as a senior subject where students participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – including officiating games or competitions, coaching beginner participants to develop fundamental skills, effective communication skills, providing quality service to participants, and using digital technologies in sport environments.</p> <p><u>QCE Credits:</u> Successful completion of the Certificate III in Sport and Recreation contributes a maximum of seven (7) credits towards a student’s QCE. This course also includes an opportunity for students to undertake an additional 4 units of competency (Term 7 Add-On). Completing this ‘Term 7 Add-On’ as well can result in a maximum 8 QCE credits (a maximum of 8 credits from the same training package can contribute to a QCE).</p> <p>This program also includes the following:</p> <ul style="list-style-type: none"><li>• <u>First Aid</u> qualification and <u>CPR</u> certificate</li><li>• Officiating and coaching accreditations (general principles or, in certain cases, sport-specific)</li><li>• A range of career pathway options including club level official and/or coach, or pathway into Certificate IV or Diploma (e.g. Sport or Fitness) at another RTO.</li></ul>			
<p style="text-align: center;"><b><u>LANGUAGE, LITERACY AND NUMERACY SKILLS</u></b></p> <p>A Language, Literacy &amp; Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training’s <a href="#">Student Information</a> document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.</p>				
Topics of Study	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"><li>• The Sport, Fitness and Recreation Industry</li><li>• Workplace Health and Safety</li></ul>	<ul style="list-style-type: none"><li>• Respond to Emergencies</li><li>• Delivering Community Sport Programs</li></ul>	<ul style="list-style-type: none"><li>• Using Technology</li><li>• Working in Sport, Fitness and Recreation Environments</li></ul>	<ul style="list-style-type: none"><li>• Work-Related Learning</li><li>• Conducting Sport, Fitness and Recreation</li></ul>

	<ul style="list-style-type: none"><li>Beginning Coaching Principles</li></ul>	<ul style="list-style-type: none"><li>First Aid and CPR certificate</li></ul>		Sessions <b><i>Finalisation of qualification: SIS20115 Certificate II in Sport and Recreation</i></b>
	<b>TERM 5</b>	<b>TERM 6</b>	<b>TERM 7</b>	<b>TERM 8</b>
	<ul style="list-style-type: none"><li>Developing Coaching Practices</li><li>Conducting Sport, Fitness and Recreation Sessions</li></ul>	<ul style="list-style-type: none"><li>Planning and Conducting Sport Programs</li><li>Facilitating Groups</li><li>Social Media Tools</li></ul> <b><i>Finalisation of qualification: SIS30115 Certificate III in Sport and Recreation</i></b>	Term 7 Add-On: <ul style="list-style-type: none"><li>Sport-Specific Coaching Sessions</li><li>Personal Development and Workplace Performance</li></ul> <b><i>Finalisation of additional 4 units of competency.</i></b>	
<b>Learning and Assessment</b>	<p>Program delivery will combine both class-based tasks and practical components in a real sport environment at the school. This involves the delivery of a range of sport programs to real participants within the school community (high school and primary school students). A range of teaching/learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"><li>Practical tasks</li><li>Hands-on activities involving participants/clients</li><li>Group work</li><li>Practical experience within the school sporting programs</li><li>Log Book of practical experience</li></ul> <p>Evidence contributing towards competency will be collected throughout the course. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies. Practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (minimum 30 hours accumulated across the course).</p>			
<b>Pathways</b>	<p>The Certificate III in Sport and Recreation will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a community coach, sports coach, athlete, volunteer or activity assistant.</p> <p><b>Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit <a href="https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar">https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar</a></b></p> <p>Students may also choose to continue their study by undertaking the Certificate IV or Diploma (e.g. Sport or Fitness) at another RTO.</p>			
<b>Course Cost Paid by STMS</b>	<ul style="list-style-type: none"><li><b>\$265.00</b> = Binnacle Training Fee - Certificate II entry qualification</li><li><b>\$70.00</b> = Binnacle Training Fee - Certificate III Gap Fee</li><li><b>\$55.00</b> = First Aid Certificate costs</li><li><b>\$40 Year 11</b> = Excursions to other outside venues to participate in and to conduct sport activities.</li><li><b>\$40 Year 12</b> = Excursions to other outside venues to participate in and to conduct sport activities.</li></ul>			
For further information contact the VET Program Leader, Mrs Terri Saunders – <a href="mailto:terri.saunders@stmc.qld.edu.au">terri.saunders@stmc.qld.edu.au</a>				

# HLT23215 Certificate II Health Support Services

## HLT33115 Certificate III Health Services Assistance

### Certificate Courses



REGISTERED TRAINING ORGANISATION		Mater Education (RTO Code: 5210)	
Subject Type	Vocational Education and Training (VET) Qualification		
Nationally Recognised Qualifications	HLT23215 Certificate II Health Support Services HLT33115 Certificate III Health Services Assistance		
Course Length	HLT23215 Certificate II Health Support Services – One day per week over Terms 1 and 2 HLT33115 Certificate III Health Services Assistance Upgrade – One day per week over Term 3		
Units Undertaken	HLT23215 Certificate II Health Support Services		
	Code	Unit Title	Core/Elective
	CHCCOM005	Communicate and work in health or community services	Core
	BSBCUS201	Deliver a service to customers	Elective
	CHCCCS020	Respond effectively to behaviours of concern	Elective
	CHCCCS010	Maintain a high standard of service	Elective
	BSBWOR202	Organise and complete daily work activities	Elective
	CHCDIV001	Work with diverse people	Core
	HLTAID003	Provide first aid	Elective
	HLTWHS001	Participate in workplace health and safety	Core
	CHCCCS012	Prepare and maintain beds	Elective
	CHCCCS026	Transport Individuals	Elective
	HLTINF001	Comply with infection prevention and control policies and procedures	Core
	HLTWHS005	Conduct manual tasks safely	Elective
	HLT33115 Certificate III Health Services Assistance Upgrade		
	BSBFLM312	Contribute to team effectiveness	Elective
	BSBMED301	Interpret and apply medical terminology appropriately	Core
	BSBWOR301	Organise personal work priorities and development*	Core
	CHCCCS002	Assist with movement	Elective
	HLTAAP001	Recognise health body systems	Core
Reasons to Study the Subject	<p>This course will give you the skills you need to comply with infection prevention and workplace health and safety (WHS), interpret and apply medical terminology, and recognise healthy body systems. You will also learn how to transport clients and carry out nursing assistant duties in a range of settings.</p> <p><u>QCE Credits:</u> Successful completion of the Certificate II in Health Support Services contributes a maximum of four (4) credits towards a student’s QCE. The successful completion of the additional units for the Certificate III in Health Services Assistance will contribute a maximum of a further (4) credits, taking the <b>combined qualifications to a maximum of eight (8) QCE credits.</b></p> <p>This program also includes the following:</p> <ul style="list-style-type: none"><li>• First Aid Certificate</li><li>• 2-day Health Experience</li></ul>		
ENTRY REQUIREMENTS			
Students should have sound literacy skills and an interest in the health industry. They also need to be prepared to undertake the 2-day Health Experience in the first week of the September school holidays.			

Proposed units and unit delivery below, however this is subject to change.

	TERM 1	TERM 2	TERM 3	Sept School Holidays
Topics of Study	<ul style="list-style-type: none"><li>Communicate and work in health or community services</li><li>Deliver a service to customers</li><li>Respond effectively to behaviours of concern</li><li>Maintain a high standard of service</li><li>Organise and complete daily work activities</li><li>Work with diverse people</li></ul>	<ul style="list-style-type: none"><li>Provide first aid</li><li>Participate in workplace health and safety</li><li>Prepare and maintain beds</li><li>Transport individuals</li><li>Comply with infection prevention and control policies and procedures</li><li>Conduct manual tasks safely</li></ul> <p><u>Finalisation of qualification: HLT23215 Cert II in Health Support Services</u></p>	<ul style="list-style-type: none"><li>Contribute to team effectiveness</li><li>Interpret and apply medical terminology appropriately</li><li>Organise personal work priorities and development</li><li>Assist with movement</li><li>Recognise health body systems</li></ul> <p><u>Finalisation of qualification: HLT33115 Cert III in Health Services Assistance</u></p>	<p><b>2 Day Mater Education Health Experience</b></p>
Learning and Assessment	<p>A range of teaching/learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"><li>Online activities</li><li>Practical tasks</li><li>Group work</li></ul> <p>For more info go to: <a href="http://www.matereducation.qld.edu.au/career-entry-qualifications/vetis">www.matereducation.qld.edu.au/career-entry-qualifications/vetis</a></p> <p>Vocational placement consolidates your knowledge within the real or simulated healthcare environment by giving you the opportunity to apply theory to practice. <b>Completing the 2-day Mater Education Experience Days in the Sept school holidays is a compulsory element of this course.</b></p> <p>Assessment is competency-based meaning that students must demonstrate competency in all elements of the task. Students will be provided additional opportunities to demonstrate competency if they have not been deemed satisfactory.</p>			
Pathways	<p>Successful completion of this course will qualify you to work as an Assistant in Nursing (AIN), an acute care assistant, wards person or orderly. It will also give you the foundation knowledge needed to undertake further studies in this field.</p> <p>Further study could include Cert IV Allied Health Assistance, Venous Blood Collection Skill Set, Diploma of Nursing, Bachelor of Nursing.</p> <p><b>Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit <a href="https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar">https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar</a></b></p>			
Course Costs	<p>The QLD government will fund one VETiS funded course for senior students while they are at school.</p> <p>All VETiS eligible students undertaking HLT23215 Cert II in Health Support Services will be funded by the QLD government. Any student who is not eligible for VETiS funding will be funded through a fee for service arrangement with Mater Education, the cost per participant is \$3160.</p> <p>An additional \$750 is payable for each student to upgrade to the Cert III Health Services Assistance.</p>			
<p>For further information contact the VET Leader, Mrs Terri Saunders <a href="mailto:terri.saunders@stmc.qld.edu.au">terri.saunders@stmc.qld.edu.au</a></p>				



# BSB50120 Diploma of Business

## Certificate Courses

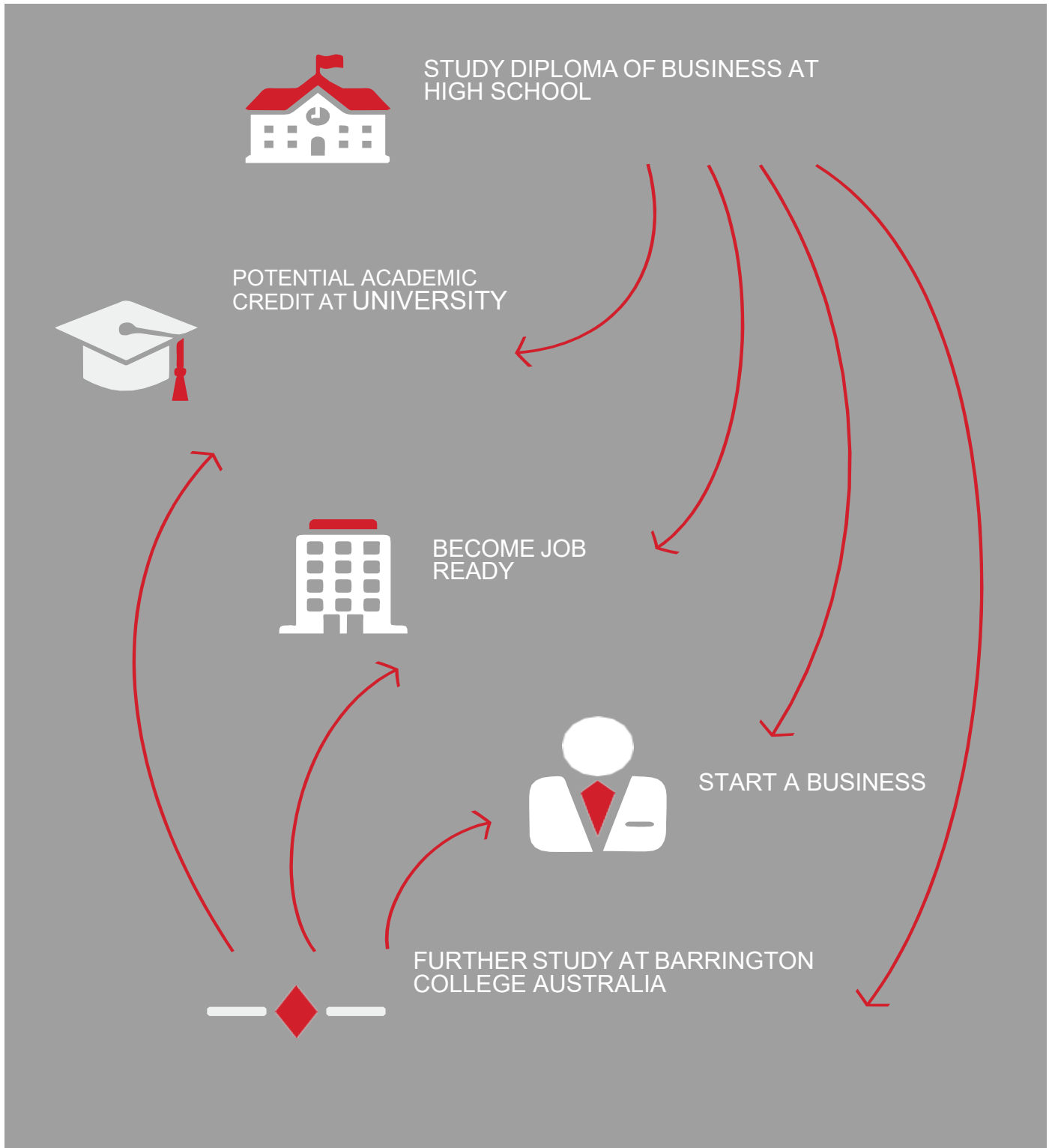


VET

REGISTERED TRAINING ORGANISATION Barrington College (RTO Code: 45030)

Subject Type	Vocational Education and Training (VET) Qualification	
Nationally Recognised Qualifications	BSB50120 Diploma of Business	
Course Length	18 months	
Units Undertaken	Code	Unit Title
	BSBCRT511	Develop critical thinking in others
	BSBFIN501	Manage budgets and financial plans
	BSBOPS501	Manage business resources
	BSBXCM501	Lead communication in the workplace
	BSBSUS511	Develop workplace policies and procedures for sustainability
	BSBHRM525	Manage recruitment and onboarding
	BSBOPS504	Manage business risk
	BSBPMG430	Undertake project work
	BSBTWK503	Manage meetings
	BSBPEF502	Develop and use emotional intelligence
	BSBCMM411	Make presentations
BSBMKG541	Identify and evaluate marketing opportunities	
Reasons to Study the Subject	The Diploma of Business provides students with an introduction to a broad understanding of key business foundations including finance, marketing, human resources and management and prepares them for employment or further study across a range of business disciplines.	
	<u>QCE Credits:</u> The successful completion of the Diploma of Business contributes a maximum of eight <b>(8) credits</b> towards a student’s QCE.	
ENTRY REQUIREMENTS		
A sound achievement in English and Maths is required.		
Learning and Assessment	Assessment is competency-based meaning that students must demonstrate competency in all elements of the task. Students will be provided additional opportunities to demonstrate competency if they have not been deemed satisfactory.	
Pathways	Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Diploma to contribute towards their ATAR. For further information please visit <a href="https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar">https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar</a>	
Cost	This is a fee for service course which is not covered by college fees.	
	Tuition Fee: \$2250 Enrolment Fee (non-refundable): \$250 <b>Total: \$2500</b> A monthly instalment payment plan option is available for an additional charge of \$100.	

## PATHWAYS





## TAFE at School On-Campus Programs 2024 for students on a Vocational Pathway

### TAFE Queensland Brisbane, South West and SkillsTech

TAFE Queensland are excited to advise that applications for the TAFE at School Programs for 2024 will **open at 8.00am - Monday 17 July**.

#### How does it work?

Students apply by going to: [tafeapply.com](https://tafeapply.com)

Students will need their USI number. To create a USI: <https://www.usi.gov.au/students/create-your-usi>

Students will need to enter the application code for the TAFE that they wish to attend.

**TAFE Brisbane Application Code: TQB2401**

**TAFE SkillsTech Application Code: TQST2401**

**TAFE South West Application Code: TQSW2401**

Once a student applies, an email will be sent back to the school, for approval.

#### When do applications close?

TAFE Queensland SkillsTech will start to offer places to students after the September/October holidays so it is strongly recommended that students submit their application prior to the end of Term 3. As always, applications will remain open until courses commence in February 2024. TAFE Queensland programs will remain open for application until the 1st of February 2024, but it is recommended that students apply as soon as possible to avoid disappointment. **Offers are made on a first in, first served basis, and popular courses fill fast.**

Review the [2024 TAFE at School Guide](#) and [2024 TAFE at School Price List](#) to find a program of interest.

#### How much do courses cost?

Costs vary from course-to-course. Students may be eligible for a fee-free TAFE at School course, covered under VET in Schools (VETiS) funding, funded by the QLD Government. **The courses advertised as VETiS funded in the course guide are only free if students have not accessed VETiS funding in the past.** Course costs are indicated in the price guide.

If you have any questions, please contact the TAFE at School Team or Mrs Terri Saunders – VET Program Leader on 3323 4600 or email [terri.saunders@stmc.qld.edu.au](mailto:terri.saunders@stmc.qld.edu.au)

#### TAFE Queensland Brisbane

Phone: 3244 6123

Email: [schools.brisbane@tafe.qld.edu.au](mailto:schools.brisbane@tafe.qld.edu.au)

#### TAFE Queensland SkillsTech

Phone: 3244 0341

Email: [schools.skillstech@tafe.qld.edu.au](mailto:schools.skillstech@tafe.qld.edu.au)

