



# 2025 YEAR 11 SUBJECT INFORMATION BOOKLET



Learn about:

- What subjects are being offered in 2025
- Difference between the types of subjects (General, Applied, VET) and the assessment methods used in each subject
- Vocational Educational Pathways



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# Introduction

The purpose of this guide is to support schools through the provision of a resource that guides students and parents/carers in Years 11 and 12 subject selection. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of a school's curriculum offerings.

Schools design curriculum programs that provide a variety of opportunities for students while catering to individual schools' contexts, resources, students' pathways and community expectations.

The information contained in this booklet is a summary of the approved General, Applied, Senior External Examinations and Short Courses syllabuses. Schools that require further detail about any subject should access the syllabuses from the QCAA portal.

Before distribution, it is recommended that schools review, delete and add to the information to personalise the subject guide for each school context.

# Senior Education Profile

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

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

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

## Senior Statement

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

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

## Queensland Certificate of Education (QCE)

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

## Queensland Certificate of Individual Achievement (QCIA)

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

# Senior subjects

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

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

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

## Applied and Applied (Essential) syllabuses

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

## General syllabuses

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

## General (Extension) syllabuses

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

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

## General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

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

## Short Course syllabuses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment.

## Underpinning factors

All senior syllabuses are underpinned by:

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

## Applied and Applied (Essential) syllabuses

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

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

## General syllabuses and Short Course syllabuses

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

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

## Vocational education and training (VET)

Students can access VET programs through the school if it:

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

## QCE eligibility

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

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

## Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

### English requirement

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

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

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

# Applied and Applied (Essential) syllabuses

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

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

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

## Course structure

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

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

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

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

## Curriculum

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

Schools have autonomy to decide:

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

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



## Assessment

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

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

Schools have autonomy to decide:

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

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

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

## Essential English and Essential Mathematics — Common internal assessment

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

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

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

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

## Summative internal assessment — instrument-specific standards

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

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

# General syllabuses

## Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

### Units 1 and 2 assessments

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

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

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

### Units 3 and 4 assessments

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

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

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

### Instrument-specific marking guides

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

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

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

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

### **External assessment**

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

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

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

# Subjects on offer for 2025/2026

## English

### Applied

- Essential English

### General

- English

## Health and Physical Education

### Applied

- Early Childhood Studies
- Sport & Recreation

### VET

- Cert II in Sport and Recreation / Cert III in Fitness

## Humanities and Social Sciences

### Applied

- Tourism

### General

- Accounting
- Ancient History
- Business
- Legal Studies

## Mathematics

### Applied

- Essential Mathematics

### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

## Sciences

### Applied

- Agricultural Practices **\*NEW\***
- Aquatic Practices

### General

- Biology
- Chemistry
- Earth & Environmental Science
- Physics

## Technologies

### Applied

- Furnishing Skills
- Industrial Graphics Skills
- Information & Communication Technology

### VET

- Cert II in Construction **\*NEW\***
- Cert II in Engineering Pathways
- Cert II in Hospitality

## The Arts

### Applied

- Media Arts in Practice
- Music in Practice

### General

- Drama
- Film, Television & New Media
- Visual Art

### VET

- Cert II in Visual Arts

**NB: Which subjects run will depend on a balance of student numbers, human and physical resources.**

# Essential English

## Applied senior subject

Applied

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

### Subject fees

|  |         |
|--|---------|
| SRS Subject Fee for Unit 1 & 2 – Year 11 | \$21.00 |
| SRS Subject Fee for Unit 3 & 4 – Year 12 | \$15.00 |

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

### Subject fees

|  |         |
|--|---------|
| SRS Subject Fee for Unit 1 & 2 – Year 11 | \$31.00 |
| SRS Subject Fee for Unit 3 & 4 – Year 12 | \$23.00 |



# Early Childhood Studies

## Applied senior subject

Applied

The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. The early years can have a significant influence on an individual's accomplishments in family, school and community life. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities

responsive to the needs of children as well as exploring contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

## Pathways

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

## Objectives

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

- investigate the fundamentals and practices of early childhood learning
- plan learning activities
- implement learning activities
- evaluate learning activities.

## Structure

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

| Unit option   | Unit title                          |
|---------------|-------------------------------------|
| Unit option 1 | Children's development              |
| Unit option 2 | Indoor and outdoor environments     |
| Unit option 3 | Literacy and numerary               |
| Unit option 4 | The early education and care sector |

## Assessment

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

| Technique     | Description  | Response requirements  |
|---------------|--|--|
| Investigation | Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.            | <b>Planning and evaluation</b><br>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media   |
| Project       | Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity. | <b>Play-based learning activity</b><br>Implementation of activity: up to 5 minutes<br><b>Planning and evaluation</b><br>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |

## Subject fees

|  |         |
|--|---------|
| SRS Subject Fee for Unit 1 & 2 – Year 11 | \$30.00 |
| SRS Subject Fee for Unit 3 & 4 – Year 12 | \$30.00 |

# Sport & Recreation

## Applied senior subject

Applied

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

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

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

rhythmic and expressive movement activities.

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

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

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

## Pathways

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

## Objectives

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

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes.

## Structure

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

| Unit option   | Unit title                       |
|---------------|----------------------------------|
| Unit option 1 | Fitness for sport and recreation |
| Unit option 2 | Event management                 |
| Unit option 3 | Optimising performance           |
| Unit option 4 | Coaching and officiating         |

## Assessment

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

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

## Subject fees

|  |         |
|--|---------|
| SRS Subject Fee for Unit 1 & 2 – Year 11 | \$30.00 |
| SRS Subject Fee for Unit 3 & 4 – Year 12 | \$30.00 |

# Tourism

## Applied senior subject

Applied

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

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

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

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

The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social,

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

## Pathways

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

## Objectives

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

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

## Structure

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

| Unit option   | Unit title                   |
|---------------|------------------------------|
| Unit option 1 | Tourism industry and careers |
| Unit option 2 | Tourism and travel           |
| Unit option 3 | Tourism trends and patterns  |
| Unit option 4 | Tourism marketing            |

## Assessment

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

| Technique     | Description   | Response requirements  |
|---------------|---|--|
| Investigation | Students investigate a unit related context by collecting and examining data and information. | <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>   |
| Project       | Students develop a traveller information package for an international tourism destination.    | <p><b>Product</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul> <p><b>Evaluation</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul> |

## Subject fees

|  |                     |
|--|---------------------|
| SRS Subject Fee for Unit 1 & 2 – Year 11                                 | \$20.00             |
| SRS Subject Fee for Unit 3 & 4 – Year 12                                 | \$20.00             |
| This subject may include additional cost for excursions estimated to be  | \$100.00 in Year11  |
| This subject may include additional costs for excursions estimated to be | \$190.00 in Year 12 |

# Accounting

## General senior subject

General

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

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

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal

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

### Pathways

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

### Objectives

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

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

## Structure

| Unit 1   | Unit 2  | Unit 3   | Unit 4   |
|--|---|--|--|
| <b>Real-world accounting</b> <ul style="list-style-type: none"> <li>• Introduction to accounting</li> <li>• Accounting for today's businesses</li> </ul> | <b>Financial reporting</b> <ul style="list-style-type: none"> <li>• End-of-period reporting for today's businesses</li> <li>• Performance analysis of a sole trader business</li> </ul> | <b>Managing resources</b> <ul style="list-style-type: none"> <li>• Cash management</li> <li>• Managing resources for a sole trader business</li> </ul> | <b>Accounting — the big picture</b> <ul style="list-style-type: none"> <li>• Fully classified financial statement reporting and analysis for a sole trader business</li> <li>• Complete accounting process for a sole trader business</li> <li>• Performance analysis of a 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):<br>• Project — cash management          | 25% | Summative internal assessment 3 (IA3):<br>• Examination — combination response | 25% |
| Summative internal assessment 2 (IA2):<br>• Examination — combination response | 25% | Summative external assessment (EA):<br>• Examination — combination response    | 25% |

### Subject fees

|  |         |
|--|---------|
| SRS Subject Fee for Unit 1 & 2 – Year 11 | \$14.00 |
| SRS Subject Fee for Unit 3 & 4 – Year 12 | \$14.00 |



# Ancient History

## General senior subject

General

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

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

| Unit 3  |     | Unit 4   |     |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1):<br>• Examination — extended response | 25% | Summative internal assessment 3 (IA3):<br>• Investigation              | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation                   | 25% | Summative external assessment (EA):<br>• Examination — short responses | 25% |

### Subject fees

|   |          |
|---|----------|
| SRS Subject Fee for Unit 1 & 2 – Year 11                                | \$36.00  |
| SRS Subject Fee for Unit 3 & 4 – Year 12                                | \$36.00  |
| This subject may include additional cost for excursions estimated to be | \$150.00 |

# Business

## General senior subject

General

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

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

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

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

by communication, leadership, creativity and sophistication of thought.

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

### Subject fees

|  |                     |
|--|---------------------|
| SRS Subject Fee for Unit 1 & 2 – Year 11                                 | \$14.00             |
| SRS Subject Fee for Unit 3 & 4 – Year 12                                 | \$14.00             |
| This subject may include additional costs for excursions estimated to be | \$190.00 in Year 12 |

# Legal Studies

## General senior subject

General

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

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

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

(ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

### Subject fees

|   |          |
|---|----------|
| SRS Subject Fee for Unit 1 & 2 – Year 11                                | \$26.00  |
| SRS Subject Fee for Unit 3 & 4 – Year 12                                | \$26.00  |
| This subject may include additional cost for excursions estimated to be | \$150.00 |

# Essential Mathematics

## Applied senior subject

Applied

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

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

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

to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

### Subject fees

|  |         |
|--|---------|
| SRS Subject Fee for Unit 1 & 2 – Year 11 | \$32.00 |
| SRS Subject Fee for Unit 3 & 4 – Year 12 | \$32.00 |



# General Mathematics

## General senior subject

General

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

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

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

between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

### Subject fees

|  |         |
|--|---------|
| SRS Subject Fee for Unit 1 & 2 – Year 11 | \$32.00 |
| SRS Subject Fee for Unit 3 & 4 – Year 12 | \$25.00 |

# Mathematical Methods

## General senior subject

General

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

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

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

to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

## Pathways

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

### Subject fees

|  |         |
|--|---------|
| SRS Subject Fee for Unit 1 & 2 – Year 11 | \$32.00 |
| SRS Subject Fee for Unit 3 & 4 – Year 12 | \$32.00 |

## Objectives

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

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

# Specialist Mathematics

## General senior subject

General

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

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

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

to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

### Summative assessments

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

## Subject fees

|  |         |
|--|---------|
| SRS Subject Fee for Unit 1 & 2 – Year 11 | \$32.00 |
| SRS Subject Fee for Unit 3 & 4 – Year 12 | \$32.00 |

# Aquatic Practices

## Applied senior subject

Applied

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

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

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

By studying Aquatic Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises

to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

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

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

## Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

## Objectives

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

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

## Structure

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

| Unit option   | Unit title                          |
|---------------|-------------------------------------|
| Unit option 1 | Coastlines and navigation           |
| Unit option 2 | Aquariums and aquaculture           |
| Unit option 3 | Using the aquatic environment       |
| Unit option 4 | Recreational and commercial fishing |

## Assessment

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

| Technique             | Description  | Response requirements  |
|-----------------------|--|--|
| Applied investigation | Students investigate a research question by collecting, analysing and interpreting primary or secondary information. | One of the following: <ul style="list-style-type: none"> <li>Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>Written: up to 1000 words</li> </ul>   |
| Practical project     | Students use practical skills to complete a project in response to a scenario.                                       | <b>Completed project</b><br>One of the following: <ul style="list-style-type: none"> <li>Product: 1</li> <li>Performance: up to 4 minutes</li> </ul> <b>Documented process</b><br>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |

## Subject fees

|  |                     |
|--|---------------------|
| SRS Subject Fee for Unit 1 & 2 – Year 11                                 | \$32.00             |
| SRS Subject Fee for Unit 3 & 4 – Year 12                                 | \$106.00            |
| This subject may include additional cost for excursions estimated to be  | \$115.00 in Year 11 |
| This subject may include additional costs for excursions estimated to be | \$210.00 in Year 12 |



# Biology

## General senior subject

General

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

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

Biology aims to develop students':

- sense of wonder and curiosity about life
  - respect for all living things and the environment
  - understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
  - understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
  - appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
  - ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
  - ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

| Unit 3  |     | Unit 4   |     |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1):<br>• Data test                           | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment                  | 20% |  |     |
| Summative external assessment (EA): 50%<br>• Examination — combination response |     |  |     |

### Subject fees

|   |         |
|---|---------|
| SRS Subject Fee for Unit 1 & 2 – Year 11                                | \$30.00 |
| SRS Subject Fee for Unit 3 & 4 – Year 12                                | \$30.00 |
| This subject may include additional cost for excursions estimated to be | \$15.00 |

# Chemistry

## General senior subject

General

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

Chemistry aims to develop students':

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

| Unit 3  |     | Unit 4   |     |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1):<br>• Data test                           | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment                  | 20% |  |     |
| Summative external assessment (EA): 50%<br>• Examination — combination response |     |  |     |

### Subject fees

|  |         |
|--|---------|
| SRS Subject Fee for Unit 1 & 2 – Year 11 | \$30.00 |
| SRS Subject Fee for Unit 3 & 4 – Year 12 | \$30.00 |

# Earth & Environmental Science

## General senior subject

General

Earth & Environmental Science provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere. In Unit 1, students examine the evidence underpinning theories of the development of Earth systems, their interactions and their components. In Unit 2, students investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. In Unit 3, students examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. In Unit 4, students consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments.

Earth & Environmental Science aims to develop students’:

- interest in Earth and environmental science and their appreciation of how this multidisciplinary knowledge can be used to understand contemporary issues
  - understanding of Earth as a dynamic planet consisting of four interacting systems: the geosphere, atmosphere, hydrosphere and biosphere
  - appreciation of the complex interactions, involving multiple parallel processes, that continually change Earth systems over a range of timescales
  - understanding that Earth and environmental science knowledge has developed over time; is used in a variety of contexts; and influences, and is influenced by, social, economic, cultural and ethical considerations
- ability to conduct a variety of field, research and laboratory investigations involving collection and analysis of qualitative and quantitative data, and interpretation of evidence
  - ability to critically evaluate Earth and environmental science concepts, interpretations, claims and conclusions with reference to evidence
  - ability to communicate understanding, findings, arguments and conclusions related to Earth and its environments, using appropriate representations, modes and genres.

## Pathways

A course of study in Earth & Environmental Science can establish a basis for further education and employment in the fields of geoscience, soil science, agriculture, marine science, environmental rehabilitation, urban planning, ecology, natural resource management, wildlife, environmental chemistry, conservation and ecotourism.

## Objectives

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

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

## Structure

| Unit 1   | Unit 2   | Unit 3  | Unit 4   |
|--|--|---|--|
| <b>Introduction to Earth systems</b> <ul style="list-style-type: none"> <li>• Earth systems and models</li> <li>• Development of the geosphere</li> <li>• Development of the atmosphere and hydrosphere</li> <li>• Development of the biosphere</li> </ul> | <b>Earth processes — energy transfers and transformations</b> <ul style="list-style-type: none"> <li>• Energy for Earth processes</li> <li>• Energy for atmospheric and hydrologic processes</li> <li>• Energy for biogeochemical processes</li> </ul> | <b>Living on Earth — extracting using and managing Earth resources</b> <ul style="list-style-type: none"> <li>• Use of non-renewable Earth resources</li> <li>• Use of renewable Earth resources</li> </ul> | <b>The changing Earth — the cause and impact of Earth hazards</b> <ul style="list-style-type: none"> <li>• The cause and impact of Earth hazards</li> <li>• The cause and impact of global climate 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):<br>• Data test                           | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment                  | 20% |  |     |
| Summative external assessment (EA): 50%<br>• Examination — combination response |     |  |     |

### Subject fees

|   |         |
|---|---------|
| SRS Subject Fee for Unit 1 & 2 – Year 11                                | \$40.00 |
| SRS Subject Fee for Unit 3 & 4 – Year 12                                | \$40.00 |
| This subject may include additional cost for excursions estimated to be | \$20.00 |

# Physics

## General senior subject

General

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

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

Physics aims to develop students':

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

physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

| Unit 3  |     | Unit 4   |     |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1):<br>• Data test                           | 10% | Summative internal assessment 3 (IA3):<br>• Research investigation | 20% |
| Summative internal assessment 2 (IA2):<br>• Student experiment                  | 20% |  |     |
| Summative external assessment (EA): 50%<br>• Examination — combination response |     |  |     |

### Subject fees

|  |         |
|--|---------|
| SRS Subject Fee for Unit 1 & 2 – Year 11 | \$15.00 |
| SRS Subject Fee for Unit 3 & 4 – Year 12 | \$15.00 |



# Agricultural Practices

## Applied senior subject



Applied

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

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

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

By studying Agricultural Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to

communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

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

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

## Pathways

A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows.

## Objectives

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

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

## Structure

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

| Unit option   | Unit title                    |
|---------------|-------------------------------|
| Unit option 1 | Plant industries              |
| Unit option 2 | Water-based animal production |
| Unit option 3 | Land-based plant production   |
| Unit option 4 | Plant agribusiness            |

## Assessment

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

| Technique             | Description  | Response requirements   |
|-----------------------|--|---|
| Applied investigation | Students investigate a research question by collecting, analysing and interpreting primary or secondary information. | One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li><li>• Written: up to 1000 words</li></ul>   |
| Practical project     | Students use practical skills to complete a project in response to a scenario.                                       | <b>Completed project</b><br>One of the following: <ul style="list-style-type: none"><li>• Product: 1</li><li>• Performance: up to 4 minutes</li></ul> <b>Documented process</b><br>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |

## Subject fees

SRS Subject Fee for Unit 1 & 2 – Year 11  
SRS Subject Fee for Unit 3 & 4 – Year 12

\$ TBC  
\$ TBC

# Furnishing Skills

## Applied senior subject

Applied

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

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

| Unit option   | Unit title                                   |
|---------------|--|
| Unit option 1 | Furniture-making                             |
| Unit option 2 | Cabinet-making                               |
| Unit option 3 | Interior furnishing                          |
| Unit option 4 | Production in the bespoke furniture industry |

## Assessment

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

| Technique               | Description  | Response requirements   |
|-------------------------|--|---|
| Practical demonstration | Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures. | <b>Practical demonstration</b><br>Practical demonstration: the skills and procedures used in 3–5 production processes<br><b>Documentation</b><br>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media               |
| Project                 | Students manufacture a product and document the manufacturing process.   | <b>Product</b><br>Product: 1 unit-specific product manufactured using the skills and procedures in 5–7 production processes<br><b>Manufacturing process</b><br>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |

## Subject fees

|  |          |
|--|----------|
| SRS Subject Fee for Unit 1 & 2 – Year 11 | \$140.00 |
| SRS Subject Fee for Unit 3 & 4 – Year 12 | \$140.00 |

# 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 1 | Drafting for residential building     |
| Unit option 2 | Graphics for the engineering industry |
| Unit option 3 | Graphics for the furnishing industry  |
| Unit option 4 | Computer-aided manufacturing drafting |

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

## Subject fees

|  |         |
|--|---------|
| SRS Subject Fee for Unit 1 & 2 – Year 11 | \$10.00 |
| SRS Subject Fee for Unit 3 & 4 – Year 12 | \$10.00 |

# Information & Communication Technology

## Applied senior subject

Applied

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

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret

client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products. The majority of learning is done through prototyping tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## Pathways

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

## Objectives

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

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

## Structure

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

| Unit option   | Unit title                 |
|---------------|----------------------------|
| Unit option 1 | Web development            |
| Unit option 2 | Layout and publishing      |
| Unit option 3 | App development            |
| Unit option 4 | Audio and video production |

## Assessment

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

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

## Subject fees

|  |         |
|--|---------|
| SRS Subject Fee for Unit 1 & 2 – Year 11 | \$50.00 |
| SRS Subject Fee for Unit 3 & 4 – Year 12 | \$50.00 |



# Media Arts in Practice

## Applied senior subject

Applied

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

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

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

techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

## Pathways

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

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

| Technique     | Description  | Response requirements   |
|---------------|--|---|
| Project       | Students make and evaluate a design product and plan a media artwork that reflects a purpose and context relevant to the unit. | <b>Design product</b><br>Design product must represent: <ul style="list-style-type: none"><li>• Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (see response requirements for 'Media artwork' below).</li></ul> <b>Planning and evaluation of design product</b><br>One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li><li>• Written: up to 600 words</li><li>• Spoken: up to 4 minutes, or signed equivalent</li></ul> |
| Media artwork | Students implement the design product from the project to make a media artwork relevant to the unit.                           | <b>Media artwork</b><br>One of the following: <ul style="list-style-type: none"><li>• Audio: up to 3 minutes</li><li>• Moving image: up to 3 minutes</li><li>• Still image: up to 4 media artwork/s</li></ul>   |

## Subject fees

|  |         |
|--|---------|
| SRS Subject Fee for Unit 1 & 2 – Year 11 | \$65.00 |
| SRS Subject Fee for Unit 3 & 4 – Year 12 | \$35.00 |

# Music in Practice

## Applied senior subject

Applied

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

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a

positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

## Pathways

The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning in Music in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

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

## Objectives

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

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

## Structure

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

| Unit option   | Unit title          |
|---------------|---------------------|
| Unit option A | Music of today      |
| Unit option B | The cutting edge    |
| Unit option C | Building your brand |
| Unit option D | 'Live' on stage!    |

## Assessment

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

| Technique   | Description   | Response requirements   |
|-------------|---|---|
| Composition | Students make a composition that is relevant to the purpose and context of the unit.      | <b>Composition</b><br>Composition: up to 3 minutes, or equivalent section of a larger work  |
| Performance | Students perform music that is relevant to the unit focus.                                | <b>Performance</b><br>Performance (live or recorded): up to 4 minutes   |
| Project     | Students plan, make and evaluate a composition or performance relevant to the unit focus. | <b>Composition</b><br>Composition: up to 3 minutes, or equivalent section of a larger work<br><br>OR<br><b>Performance</b><br>Performance (live or recorded): up to 4 minutes<br><br>AND<br><b>Planning and evaluation of composition or performance</b><br>One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li><li>• Written: up to 600 words</li><li>• Spoken: up to 4 minutes, or signed equivalent</li></ul> |

## Subject fees

|  |         |
|--|---------|
| SRS Subject Fee for Unit 1 & 2 – Year 11 | \$30.00 |
| SRS Subject Fee for Unit 3 & 4 – Year 12 | \$30.00 |

# Drama

## General senior subject

General

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

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

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on

their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists.

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

### Subject fees

|   |          |
|---|----------|
| SRS Subject Fee for Unit 1 & 2 – Year 11                                | \$46.00  |
| SRS Subject Fee for Unit 3 & 4 – Year 12                                | \$70.00  |
| This subject may include additional cost for excursions estimated to be | \$103.00 |

# Film, Television & New Media

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1  | Unit 2   | Unit 3   | Unit 4   |
|---|--|--|--|
| <b>Foundation</b> <ul style="list-style-type: none"> <li>Technologies</li> <li>Institutions</li> <li>Languages</li> </ul> | <b>Stories</b> <ul style="list-style-type: none"> <li>Representations</li> <li>Audiences</li> <li>Languages</li> </ul> | <b>Participation</b> <ul style="list-style-type: none"> <li>Technologies</li> <li>Audiences</li> <li>Institutions</li> </ul> | <b>Artistry</b> <ul style="list-style-type: none"> <li>Technologies</li> <li>Representations</li> <li>Languages</li> </ul> |

## Assessment

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

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

### Summative assessments

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

### Subject fees

|  |         |
|--|---------|
| SRS Subject Fee for Unit 1 & 2 – Year 11 | \$75.00 |
| SRS Subject Fee for Unit 3 & 4 – Year 12 | \$35.00 |



# Visual Art

## General senior subject

General

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

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

### Pathways

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

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

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

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

### Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

### Subject fees

|   |         |
|---|---------|
| SRS Subject Fee for Unit 1 & 2 – Year 11                                | \$79.00 |
| SRS Subject Fee for Unit 3 & 4 – Year 12                                | \$79.00 |
| This subject may include additional cost for excursions estimated to be | \$83.00 |

# Certificate II Engineering Pathways - MEM20422

**VET subject** - The Certificate II in Engineering Pathways (MEM20422) course is delivered by Blue Dog Training Pty Ltd (RTO Number – 31193)



## RECOMMENDED REQUIREMENTS FOR SUCCESS.

- *It is imperative that the students have a take home device or BYOD*
- *Students must demonstrate safe workshop practices and be able to work in class independently.*

**COST: Fee-Free for eligible students.** VETiS funded in partnership with external registered training organization - *Blue Dog Training RTO: 31193*. The VET investment budget provides students with funding to complete **one** VETiS qualification whilst attending school. *Blue Dog Training* is an approved supplier under the agreement & offers training for this certificate to eligible students under this funding program.

**ADDITIONAL FEES:** In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200. Please refer to the Blue Dog Training Website for information on their refund policy ([https://bluedogtraining.com.au/storage/app/media/pdf\\_documents/policies/Student\\_Fee\\_Refund\\_Policy.pdf](https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf))

**COURSE OVERVIEW** Engineering develops student knowledge and operational skills required by the engineering industry, and provides students with the opportunity to gain a nationally recognised qualification. Students enrolling in this subject will undertake units of competency, from the engineering training package, over the two years.

In meeting practical components of the course, students will undertake workshop projects across the four semesters. Practical projects may include the production of a meat mallet, welding project and culminates in the manufacture of a fully functioning single cylinder steam engine.

## COURSE OUTLINE

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

## STUDY REQUIREMENTS

- Completion of Units of Competency to achieve Certificate.
- USI number prior to enrolment
- Online assessment is self-paced and can be undertaken for home study.

## ASSESSMENT SUMMARY

Blue Dog Training is responsible for all structured Training and Assessment as well as for the issuing the Qualification or Statement of Attainment. Assessment will be balanced over the two years with a variety of techniques used including:

- Practical work
- Questioning techniques – oral/written/online
- BDT Trainer and Assessor observations

## RESOURCES

- Students are required to wear safety glasses and leather/vinyl work shoes/boots (no canvas) and work clothing when in the workshop. Their projects must be stored in a padlocked toolbox.
- A small tool box and padlock (the Year 10 toolbox project is recommended).
- Students must have their own BYOD device.
- This is a VETiS funded qualification delivered by Blue Dog Training at Bundaberg North State High School

## CAREER PATHWAY (4 Core QCE points)

Fitter and turner, boilermaker (welder), metal fabrications, diesel fitter, plumber, sheet metal fabricator, electrical trade, engineering machinist. Further studies may lead to Diploma and degree qualifications.

*Blue Dog Training RTO: 31193 This information is accurate as at time of printing – July 2024*

# Certificate II Hospitality - SIT20322

**VET subject** – The Certificate II in Hospitality (SIT20322) course is co-delivered with Blueprint Career Development (RTO Number – 30978)

## RECOMMENDED REQUIREMENTS FOR SUCCESS.

- *Students must have a BYOD device and an USB memory stick.*
- *Students should have an interest in the hospitality sector – food, beverage, tourism*
- *Minimum level 2 Aust. Core Skills literacy and numeracy. Students will complete the literacy and numeracy test prior to enrolling in the course.*
- *Be proficient in and have home access to the internet as the course materials are online.*
- *Sound skills in oral communication, reading, writing, numeracy and learning are critical for success in this qualification.*

**ADDITIONAL FEES:** Students will be required to wear sturdy, fully enclosed leather footwear with leather uppers.

## COURSE OVERVIEW

Hospitality develops the student's knowledge and operational skills which are required by the hospitality industry, and provides students with the opportunity to gain a nationally recognised qualification. Students enrolling in this subject will undertake units of competency, from the SIT Tourism, Hospitality and Events Training Package. Students will study 6 Core and 6 Elective units. This is a 2 -year course of study.

## COURSE OUTLINE

| CODE       | TITLE  | CORE/ELECTIVE |
|------------|--|---------------|
| BSBTWK201  | Work effectively with others                           | Core          |
| SITHIND006 | Source and use information on the hospitality industry | Core          |
| SITHIND007 | Use Hospitality skills effectively                     | Core          |
| SITXCCS011 | Interact with customers                                | Core          |
| SITXCOM007 | Show social and cultural sensitivity                   | Core          |
| SITXWHS005 | Participate in safe work practices                     | Core          |
| SITXFSA005 | Use hygienic practices for food safety                 | Elective      |
| SITHGAM022 | Provide responsible gambling services                  | Elective      |
| SITHFAB021 | Provide responsible service of alcohol                 | Elective      |
| SITHFAB024 | Prepare and serve non-alcoholic beverages              | Elective      |
| SITHFAB025 | Prepare and serve espresso coffee                      | Elective      |
| SITXFIN007 | Process financial transactions                         | Elective      |

## STUDY REQUIREMENTS

- It is important for students enrolling in Hospitality to be aware that there is a theoretical component in this qualification that is to be covered in each unit of competency. This needs to be satisfactorily completed.
- Student will be involved in providing service at functions which may be outside of normal school hours.
- USI number prior to enrolment

## ASSESSMENT SUMMARY

Assessment will be competency based and clustered units may be part of the assessment to reflect real work scenarios and activities. Assessment is balanced using a variety of techniques including:

- Online theory and class work / Hygiene skills / Teamwork / Group work
- Practical skills / simulated work environment tasks / students complete work placement of 12 industry shifts that need to be done at local venues, some during and after/outside of school hours.

## RESOURCES

- This course is delivered by trainers at Bundaberg North State High School.
- Funding for this course is available.
- As this is an online course delivery, students must have a device.

## CAREER PATHWAY

Career Pathways include café attendant, catering assistant, food and beverage attendant, apprentice chef. Further study could occur in Certificate III in Hospitality (SIT30616), Certificate III in Commercial Cookery (SIT30816) or a Bachelor of Business (Hospitality & Tourism Management).

*This information is accurate as at the date of printing – July 2024*

NEW



# Certificate I in Construction – CPC10120 / Certificate II Construction Pathways – CPC20220

**VET subject** – The dual construction qualification is a combination of Certificate I in Construction (CPC10120) and additional units to also attain a Certificate II in Construction Pathways (CPC20220) with Blue Dog Training Pty Ltd.



## RECOMMENDED REQUIREMENTS FOR SUCCESS.

- *It is imperative that the students have a take home device or BYOD*
- *Students must demonstrate safe workshop practices and be able to work in class independently.*

**COST: Fee-Free for eligible students.** VETiS funded in partnership with external registered training organization - *Blue Dog Training RTO: 31193*. The VET investment budget provides students with funding to complete **one** VETiS qualification whilst attending school. *Blue Dog Training* is an approved supplier under the agreement & offers training for this certificate to eligible students under this funding program.

**ADDITIONAL FEES:** In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200. Please refer to the Blue Dog Training Website for information on their refund policy ([https://bluedogtraining.com.au/storage/app/media/pdf\\_documents/policies/Student\\_Fee\\_Refund\\_Policy.pdf](https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf))

**COURSE OVERVIEW:** Construction develops student knowledge and operational skills required for the construction industry, and provides students with the opportunity to gain a nationally recognised qualification. Students enrolling in this subject will undertake units of competency, from the construction training package, over the two years. In meeting practical components of the course, students will undertake workshop projects across the four semesters. Students completing this course will also attain their 'White Card' to enable them to access building and construction work sites.

## COURSE OUTLINE

| Code        | Title  | CPC10120 | CPC20220 |
|-------------|--|----------|----------|
| CPCCWHS1001 | Prepare to work safely in the construction industry                          | ü        |          |
| CPCCCM2005  | Use construction tools and equipment   | ü        |          |
| CPCCOM1014  | Conduct workplace communication  | ü        |          |
| CPCCOM2001  | Read and interpret plans and specifications                                  | ü        |          |
| CPCCCM2004  | Handle construction materials  | ü        | ü        |
| CPCCCM1011  | Undertake basic estimation and costing                                       | ü        | ü        |
| CPCCOM1012  | Work effectively and sustainably in the construction industry                | ü        | ü        |
| CPCCOM1013  | Plan and organise work   | ü        | ü        |
| CPCCVE1011  | Undertake a basic construction project                                       | ü        | ü        |
| CPCCWHS2001 | Apply WHS requirements, policies and procedures in the construction industry | ü        | ü        |
| CPCCOM1015  | Carry out measurements and calculations                                      | ü        | ü        |
| CPCCCA2002  | Use carpentry tools and equipment  |          | ü        |
| CPCCCM2006  | Apply basic levelling procedures   |          | ü        |
| CPCCWF2002  | Use wall and floor tiling tools and equipment                                |          | ü        |

## STUDY REQUIREMENTS

- Completion of Units of Competency to achieve Certificate.
- USI number prior to enrolment
- Online assessment is self-paced and can be undertaken for home study.

## ASSESSMENT SUMMARY

Blue Dog Training is responsible for all structured Training and Assessment as well as for the issuing the Qualification or Statement of Attainment. Assessment will be balanced over the two years with a variety of techniques used including:

- Practical work/observations by BDT Trainer and Assessor
- Questioning techniques – oral/written/online

## RESOURCES

- Students are required to wear safety glasses and leather/vinyl work shoes/boots (no canvas) and work clothing when in the workshop. Their projects must be stored in a padlocked toolbox.
- Students must have their own BYOD device.
- This is a VETiS funded qualification delivered by Blue Dog Training at Bundaberg North State High School

## CAREER PATHWAY (4 QCE points – 3 Preparatory and 1 Core)

Carpenter, cabinet maker, roofer, tiler, concreter, timber fabrications, plumber, electrical trade, furniture maker. Further studies may lead to Diploma and degree qualifications.

Blue Dog Training RTO: 31193  
This information is accurate as at time of printing – July 2024

# Certificate II in Visual Arts - CUA20720

## VET subject



### RECOMMENDED REQUIREMENTS FOR SUCCESS.

- *It is recommended that the students have a genuine interest in painting, drawing, design and ceramics.*
- *It is imperative students have a device.*
- *Good organisational skills will enable students to manage & coordinate their evidence of completion.*

**COST:** Subject levies and excursion costs may apply.

### COURSE OVERVIEW

This qualification reflects the role of individuals who are developing the basic creative and technical skills that underpin visual arts and craft practice. Cert II Visual Arts involves the production of artworks through the processes of researching, developing, resolving and reflection. When students study this subject they make artworks relating to various topics connecting to art industry and their world through display and exhibition. You will have the opportunity to explore a range of materials and equipment, gaining knowledge, skills, techniques and processes, with each area not restricted to preconceived understandings of the visual art discipline.

Cert II Visual Arts is a subject for those students who enjoy the practical components of art and the organisational aspects of design work. The competencies delivered focus on students' practical abilities, the processes of digital recording when making artwork, and feedback with self-reflection. The study of Cert II Visual Arts enhances fine motor skills, hand-eye coordination, problem solving skills, lateral thinking, complex analysis and critical thinking skills. No matter what career you choose, people who can arrange, present and display material in a way that is aesthetically pleasing have an advantage. Students have the opportunity to collaborate works of arts toward community displayed projects and work with industry trained professionals. We will also introduce applying 21<sup>st</sup> century skills which include critical thinking components and further increase the value of employability skills for students.

Nine units of competency from the visual arts training package will be delivered by trainers at Bundaberg North State High School and assessed over the two-year course and provide students with the opportunity to achieve a nationally recognised qualification - CUA20720 Certificate II in Visual Arts.

### COURSE OUTLINE

|           |  |           |   |
|-----------|--|-----------|---|
| CUAPPR211 | Make simple creative work                              | BSBTWK201 | Work effectively with other                         |
| BSBWHS211 | Contribute to health & safety of self & others         | BSBCRT201 | Develop and apply thinking & problem solving skills |
| CUAACD201 | Develop drawing skills to communicate ideas            | BSBDES201 | Follow a design process                             |
| CUARES202 | Source & use information relevant to own arts practice | CUAPAI211 | Develop painting skills                             |
|           |  | CUACER201 | Develop ceramic skills                              |

Please note: Year 11/12 classes will be combined if class numbers are low in both year levels.

### STUDY REQUIREMENTS

- Students who successfully complete all VET competency requirements will be issued with a Certificate II – Visual Arts CUA20720. Those students who do not meet all requirements will be issued with a Statement of Attainment for those competencies they have successfully completed.
- An average of 40 minutes x 3 nights per week.
- USI number is required prior to enrolment.

### ASSESSMENT SUMMARY

Assessment will be balanced over the two years. A variety of techniques will be used including:

- Practical folios of work
- Assignments/written questioning as word documents or PowerPoint.
- Visual diary

### RESOURCES

- BYO Device (internet connected)

### CAREER PATHWAY

Career development is the ongoing process of managing your life, learning and work. It involves developing the skills and knowledge that enable you to plan and make informed decisions about your education, training and career choices. Creative Arts and Design is a good introductory course for those who want to pursue further studies in the areas of Arts. This could be undertaken at a University or TAFE level. This subject can lead the student into the following areas; ceramics designer, community arts worker, illustrator, graphic designer, industrial/product designer, advertising.

Bundaberg North State High School (RTO: 30418)  
This information is accurate at the date of printing – July 2024

SRS Subject Fee for Unit 1 & 2 – Year 11 - \$55.00  
SRS Subject Fee for Unit 3 & 4 – Year 12 - \$55.00

# SIS20122 Certificate II in Sport and Recreation

# SIS30321 Certificate III in Fitness

VET subject



## RECOMMENDED REQUIREMENTS FOR SUCCESS.

- Students must have a device and an USB memory stick.
- Students must have headphones
- Students should have an interest in the recreation and fitness sector
- Students must complete a BKSBS, CQU online Literacy and Numeracy test before commencement of training.
- Be proficient in and have home access to the internet as the course materials are online.
- Sound skills in oral communication, reading, writing, numeracy and learning are critical for success in this qualification.

**Cost:** \$350 to be paid at the commencement of the course. VETIS funding will also be used.

## COURSE OVERVIEW

### SIS20115 Certificate II in Sport and Recreation

This qualification allows individuals to develop basic functional knowledge and skills for work in the sport or community recreation industry. These individuals are competent in a range of skills associated with organising and delivering sport and activity sessions within a team and under supervision. They are involved in mainly routine and repetitive tasks including skill development, organising facilities and equipment and associated administration tasks.

### SIS30321 Certificate III in Fitness

This qualification reflects the role of group and gym fitness instructors. The qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms and leisure and community centres.

## COURSE OUTLINE

| Unit code  | SIS20122 Certificate II in Sport and Recreation                | Unit code  | SIS30321 Certificate III in Fitness   |
|------------|--|------------|---|
| SISXIND001 | Work effectively in sport, fitness and recreation environments | SISFFIT047 | Use anatomy and physiology knowledge to support safe and effective exercise |
| SISIND002  | Maintain sport, fitness and recreation industry knowledge      | SISFFIT032 | Complete pre-exercise screening and service orientation                     |
| SISXCAI002 | Assist with activity sessions                                  | SISFFIT033 | Complete client fitness assessments   |
| BSBSUS201  | Participate in environmentally sustainable work practices      | SISFFIT035 | Plan group exercise sessions  |
| HLTWHS001  | Participate in workplace health and safety                     | SISFFIT036 | Instruct group exercise sessions  |
| SISXEMR001 | Respond to emergency situations                                | SISFFIT040 | Develop and instruct gym-based exercise programs for individual clients     |
| SISXFAC001 | Maintain equipment for activities                              | SISFFIT052 | Provide healthy eating information  |
| SISXFAC002 | Maintain sport, fitness and recreation facilities              | SISCCRO001 | Plan and conduct recreation programs for older persons                      |
| SISXCCS001 | Provide quality service  | SISXFAC002 | Maintain sport, fitness and recreation facilities                           |
| SISXCAI006 | Facilitate groups  | BSBOPS304  | Deliver and monitor a service to customers                                  |
| HLTAID011  | Provide first aid  | BSBPEF301  | Organise personal work priorities   |
| SISXCAI001 | Provide equipment for activities                               | BSBXTW301  | Work in a team  |
| BSBWOR202  | Organise & complete daily work activities                      | HLTWHS001  | Participate in workplace health and safety                                  |
|            |  | SISXEMR001 | Respond to emergency situations   |
|            |  | HLTAID011  | Provide first aid   |

## STUDY REQUIREMENTS

- Completion of Units of Competency to achieve Certificate.
- USI number prior to enrolment
- Online assessment is self-paced and can be undertaken for home study.

## ASSESSMENT SUMMARY

Assessment is competency based. Assessment techniques include:

- Observation - Folios of work
- Questioning - Projects
- Written and practical tasks.

## RESOURCES

- This course is delivered by trainers at Bundaberg North State High School.
- As this is an online course delivery. Students will require a device.

## CAREER PATHWAY

Prepares students for further education, training and employment in the fields of: Fitness industry: Gym Instructor, Gym receptionist, Personal Trainer or Group Fitness Instructor.

*This information is accurate as at the date of printing – July 2024*

*Cost without VETIS funding – Cert II would be \$2574, Cert III would be \$3104 = Total \$5678*