



Sunshine Beach State High School

# Senior Course Guide 2024

Version 2.0 August 2023

# Contents

School Philosophy	<a href="#">3</a>
Key Staff Contacts	<a href="#">4</a>
Introduction	<a href="#">5</a>
Selecting Subjects	<a href="#">6</a>
Senior Course Readiness Criteria	<a href="#">8</a>
QCE Requirements	<a href="#">11</a>
<b>Subject Descriptors by Learning Area</b>	
English	<a href="#">13</a>
Health and Physical Education	<a href="#">22</a>
Humanities	<a href="#">30</a>
Languages	<a href="#">46</a>
Mathematics	<a href="#">49</a>
Science	<a href="#">58</a>
Technology	<a href="#">70</a>
The Arts	<a href="#">94</a>
Vocational Education and Training	<a href="#">110</a>
Distance Education	<a href="#">120</a>

# School Philosophy

## Motto

Quality in all we do.

## Values

**Purpose** – Developing and extending students’ personal character & individual talents. Providing a balanced curriculum that aims to meet diverse needs and pathway options. Developing and supporting a highly competent workforce.

**Respect** – Developing a strong sense of community service, effective leadership and loyalty to others through teamwork. Developing within each student a sense of worth and respect for themselves and the international community.

**Innovation** – Developing attitudes, skills and a base of knowledge as a foundation for encouraging creative, enterprising and critical thinkers in life in 21<sup>st</sup> century.

**Diligence** – Developing responsible young adults with the capacity, discipline and desire to become lifelong learners. Developing appreciation of learning.

**Enthusiasm** – Providing diverse programs with cultural, intellectual and physical pursuits. Encouraging students to strive for success, while embracing virtues of honesty and integrity.



## Vision

“To empower lifelong learners through a challenging and supportive school community”

# Key Staff Contacts

## Principal

Mr Grant Williams [gwill25@eq.edu.au](mailto:gwill25@eq.edu.au)

## Deputy Principals

Senior Secondary - Year 11/12	Mr Paul Fitzgerald	<a href="mailto:pfitz13@eq.edu.au">pfitz13@eq.edu.au</a>
Middle Secondary - Year 9/10	Mr Chris Robinson	<a href="mailto:crobi87@eq.edu.au">crobi87@eq.edu.au</a>
Junior Secondary - Year 7/8	Ms Jo Kearney	<a href="mailto:jdono66@eq.edu.au">jdono66@eq.edu.au</a>
Teaching & Learning	Mrs Helen Leyden	<a href="mailto:hleyd1@eq.edu.au">hleyd1@eq.edu.au</a>

## Heads of Department

Design and Technology	Mrs Di Peeters	<a href="mailto:dpeet3@eq.edu.au">dpeet3@eq.edu.au</a>
English	Ms Kara Grumetza	<a href="mailto:kgrum1@eq.edu.au">kgrum1@eq.edu.au</a>
Global Engagement & Culture	Mrs Suanne McGreachan	<a href="mailto:smcgr38@eq.edu.au">smcgr38@eq.edu.au</a>
Health and Physical Education	Mr Ben Oliver	<a href="mailto:boliv43@eq.edu.au">boliv43@eq.edu.au</a>
Humanities	Mr Ian Gilmore	<a href="mailto:igilm1@eq.edu.au">igilm1@eq.edu.au</a>
Junior Secondary	Mr Andrew Savage	<a href="mailto:ajsav0@eq.edu.au">ajsav0@eq.edu.au</a>
Mathematics	Mr Justin Wilkie	<a href="mailto:jwilk92@eq.edu.au">jwilk92@eq.edu.au</a>
Middle Secondary	Mrs Sharon Steel	<a href="mailto:sstee29@eq.edu.au">sstee29@eq.edu.au</a>
Performing Arts	Mr David Allan	<a href="mailto:dalla20@eq.edu.au">dalla20@eq.edu.au</a>
Senior Secondary/VET	Mrs Catherine Seaniger	<a href="mailto:csean2@eq.edu.au">csean2@eq.edu.au</a>
Science	Mr Martin Taylor	<a href="mailto:mtayl137@eq.edu.au">mtayl137@eq.edu.au</a>
Visual Art and Digital Learning	Mr Rob King	<a href="mailto:rking265@eq.edu.au">rking265@eq.edu.au</a>

## Learning and Student Support

Head of Special Education	Mr Sean Lennox	<a href="mailto:slenn29@eq.edu.au">slenn29@eq.edu.au</a>
Head of Engagement	Ms Emma Wilson	<a href="mailto:ewils24@eq.edu.au">ewils24@eq.edu.au</a>
Guidance Officer Year 8/10/12	Ms Odette Carter	<a href="mailto:omart10@eq.edu.au">omart10@eq.edu.au</a>
Guidance Officer Year 7/9/11	Mrs Kylie Wisken	<a href="mailto:kwisk1@eq.edu.au">kwisk1@eq.edu.au</a>
Industry Liaison Officer	Mrs Gail Hilditch	<a href="mailto:ghild4@eq.edu.au">ghild4@eq.edu.au</a>
Youth Support Coordinator	Mr Luke Robertson	<a href="mailto:lrobe323@eq.edu.au">lrobe323@eq.edu.au</a>

# Introduction

The Senior Curriculum Course Guide is a resource to assist in planning your senior education pathway. It will provide you with information regarding this next phase of your secondary schooling including subject selection, qualifications and your exit plan to full time training, further education or employment.

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

Please use this guide to assist you in planning your pathway. To assist you, we have designed a rigorous process for students and their families to engage with while supporting informed decision-making and subject choices.

# Selecting Subjects

In order to maximise your performance and reach your goals, you should study the subjects that you enjoy and in which you excel. It is a good idea to keep your options open by taking prerequisite subjects, however, if you choose subjects that you find too difficult, or that are not suited to you, you may actually reduce your results. This can ultimately have an impact on your ATAR result. Additionally, if a university or TAFE course you are interested in has a prerequisite subject you find too difficult at school, you should think about how you will be able to achieve what is required by that course at university level.

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

- What subjects do I enjoy?
- In which subjects do I perform well at?
- What are the possible pathways I am considering for the future?
- What are the possible university courses I am interested in pursuing, and what subjects are a prerequisite to be accepted in to these (as listed in the Tertiary Prerequisites booklet, available at the [QTAC Website](#))?
- Am I interested in pursuing a trade or apprenticeship?

If you haven't already, discuss the answers to these questions with your parents, the Guidance Officer, or school senior administration. You may wish to write down your answers for reference when making your subject selections.

## Choose very carefully

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

For more information about the tertiary entrance system, visit the [QTAC website](#).

**DO NOT choose your subjects for the following reasons:**

1. "My friend is taking that subject." There are usually several classes in a subject, so even if you are doing the same subjects, you won't necessarily be in the same class.
2. "I do/don't really like the teacher." There is no guarantee that you will have any particular teacher.
3. "Someone told me that the subject is fun / easy / interesting)." It may be enjoyable, easy or interesting for someone else but not necessarily for you. Make up your own mind based on what you enjoy.
4. "Someone told me that the subject is boring." Again, this doesn't mean you will feel the same way as anyone else.
5. "Someone told me that I do/don't need that subject for the course I want to take at university." Check tertiary prerequisites or see a Guidance Officer. They are the point of truth.

## Categories of subjects

**Senior subjects are grouped into three categories:**

1. **Applied:** A subject whose primary pathway is work and vocational education; it emphasises applied learning and community connections.
2. **General:** A subject for which a syllabus has been developed by the QCAA in which its results from courses developed from General syllabuses contribute to the QCE. General subjects have internal and external assessment components.
3. **Additional Learning Options:** The flexibility of the *Queensland Certificate of Education* allows students to embrace a number of different pathways to education and training while still attending school. For example, students can:
  - undertake a school based traineeship or apprenticeship;
  - undertake a Certificate or Diploma level course offered at school;
  - attend TAFE to begin or complete a Certificate I – IV or Diploma course; and/or
  - enrol in subjects at university.

## Additional Learning Options

### **School-based Certificate and Diploma courses**

Several Certificate courses are offered directly through faculties at school as a part of the regular learning program. The benefits of selecting a certificate course offered through the school include:

- students can access a practical course that relates directly to their future career;
- students can gain valuable points towards their *Queensland Certificate of Education* (completed Certificate III and IV Courses generally contribute 8 points towards the 20 points required for a QCE); and
- students will not be required to travel off-site to complete the qualification, as they are undertaken at school as a part of the regular learning program.

subjects to study at SBSHS as part of your senior secondary curriculum.

**For further information on available Vocational Education qualifications, please see the Vocational Education and Training HOD Mrs Seaniger at Uluwatu staffroom.**

### **Vocational Education and Training (VET) through TAFE/ External Registered Training organisations (RTO's)**

If the certificate courses offered through the school do not fit with your future plans, you can also undertake a Certificate qualification through a TAFE course or other provider. Vocational education offers students the opportunity to complete full qualifications alongside their secondary schooling and is a great study option for students seeking work, TAFE or university entrance beyond Year 12. Benefits of undertaking a Certificate or Diploma level course through TAFE include those listed above, and in addition:

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

Vocational Education qualifications can provide an excellent foundation of knowledge for further university study and are often considered favourably by many receiving organisations. Students electing to complete a vocational qualification will still complete an additional five

# Senior Course Readiness Criteria

Readiness criteria is applied at SBSHS for Year 11 subject selection. The readiness criteria are aligned to the prior study recommendations for Year 11 and 12 and should be used to plan senior pathways. They are designed to support students to use evidence of their learning when making decisions about Year 10 courses. Students will have the opportunity in Semester 2 of Year 10 to demonstrate their ability to achieve the Year 11 and 12 course prerequisites.

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

SBSHS Faculty Area	Senior Course	General/ Applied/ VET	Recommended Year 10 Prep subject completion and minimum result
Design & Technologies	<a href="#">Design</a>	General	C in English C in Prep Design
	<a href="#">Early Childhood Studies</a>	Applied	C in English
	<a href="#">Engineering</a>	General	B in English B in Maths B in Prep Engineering
	<a href="#">Fashion</a>	Applied	C in English C in Prep Fashion
	<a href="#">Food &amp; Nutrition</a>	General	C in English C in Prep Food & Nutrition
	<a href="#">Furnishing Skills</a>	Applied	C in English C in Prep Furnishing
	<a href="#">Hospitality Practices</a>	Applied	C in English C in Prep Hospitality
	<a href="#">Industrial Graphics Skills</a>	Applied	C in English C in Prep Industrial Graphics Skills
	<a href="#">Certificate II Automotive Vocational Prep</a>	VET	C in English
	<a href="#">Certificate IV Justice Studies</a>	VET	C in English
	<a href="#">Certificate II Engineering Pathways</a>	VET	C in English C in Prep Engineering
	<a href="#">Certificate II Plumbing</a>	VET	C in English
English	<a href="#">Essential English</a>	Applied	C in English
	<a href="#">General English</a>	General	C in English
	<a href="#">Literature</a>	General	C in English

Health & Physical Education	<a href="#">Excellence in Surfing</a>		Audition requirements prior to entry
	<a href="#">Health</a>	General	C in English C in Prep Health Education
	<a href="#">Physical Education</a>	General	C in English C in Prep Physical Education
	<a href="#">Psychology</a>	General	C in English C in Prep Psychology
	<a href="#">Sport &amp; Recreation</a>	Applied	C in English
	<a href="#">Cert III Fitness</a>	VET	C in English
Humanities	<a href="#">Ancient History</a>	General	C in English C in Prep Ancient or Modern History
	<a href="#">Business</a>	General	C in English
	<a href="#">Business Studies</a>	Applied	C in English
	<a href="#">Geography</a>	General	C in English
	<a href="#">Legal Studies</a>	General	C in English
	<a href="#">Modern History</a>	General	C in Prep English C in Prep Ancient or Modern History
	<a href="#">Philosophy &amp; Reason</a>	General	C in English C in Prep Philosophy & Reason, Legal Studies, Ancient or Modern History
	<a href="#">Tourism</a>	Applied	C in English
Language	<a href="#">Italian</a>	General	C in English C in Prep Italian
Mathematics	<a href="#">Essential Maths</a>	Applied	
	<a href="#">General Maths</a>	General	C in English C in Prep General Maths
	<a href="#">Maths Methods</a>	General	C in English C in Prep Mathematical Methods
	<a href="#">Maths Specialist</a>	General	C in English C in Prep Specialist Maths
Science	<a href="#">Aquatic Practices</a>	Applied	
	<a href="#">Biology</a>	General	C in English C in Prep Biology
	<a href="#">Chemistry</a>	General	C in English C in Prep Chemistry B in Maths Methods
	<a href="#">Environmental Science</a>	General	C in English C in Prep Environmental Science

	<a href="#">Marine Science</a>	General	C in English C in Prep Marine Science
	<a href="#">Physics</a>	General	C in English B in Prep Mathematical Maths C in Prep Physics
Digital Technology	<a href="#">Digital Solutions</a>	General	C in English C in Prep Engineering C in Prep Maths
	<a href="#">Information &amp; Technology</a>	Applied	C in English C in Prep Maths
The Arts	<a href="#">Dance</a>	General	C in English C in Prep Dance
	<a href="#">Drama</a>	General	C in English C in Prep Drama
	<a href="#">Film, Television &amp; New Media</a>	General	C in English C in Prep Film, Television & New Media
	<a href="#">Media Arts in Practice</a>	Applied	C in English
	<a href="#">Music</a>	General	C in English C in Prep Music
	<a href="#">Music Extension (Year 12 only)</a>	General	C in English B in Year 11 Music
	<a href="#">Visual Art</a>	General	C in English C in Prep Visual Art
	<a href="#">Cert III Visual Art</a>	VET	C in Creative Arts Prep for VET

Year 11 and 12 students:

- MUST study either English, Literature OR Essential English
- MUST study either Essential Mathematics, General Mathematics OR Mathematical Methods
- MUST study 6 subjects in both Year 11 and Year 12
- STUDENTS wanting an ATAR pathway should select at least 5 General subjects
- STUDENTS electing to undertake Essential English should have a vocational pathway with a Certificate III or IV Course
- STUDENTS wanting to study Specialist Mathematics must also study Mathematical Methods.

**Every effort will be made to ensure that student preferences are accommodated, however subject to student numbers and timetable constraints will impact the running of these courses.**

# QCE REQUIREMENTS



**NB:** Students can plan their QCE pathway and track their progress towards a QCE in their Learning Account on the Student Connect website at [www.studentconnect.qcaa.qld.edu.au](http://www.studentconnect.qcaa.qld.edu.au). This information is subject to change in response to directives from the QCAA.

To gain a QCE, students need:	an <b>AMOUNT</b> of <b>LEARNING</b>	at a <b>SET STANDARD</b>	in a <b>SET PATTERN</b>	
	20 credits	Sound achievement, Pass or equivalent	At least <b>12 credits</b> from completed <b>CORE COURSES OF STUDY</b> +	An additional <b>8 credits</b> from a combination of <b>any +</b> Meet <b>literacy and numeracy</b> requirements

## LEARNING OPTIONS AND CREDIT VALUES:

CORE	CREDIT	PREPARATORY	CREDIT	ENRICHMENT	CREDIT	ADVANCED	CREDIT
At least 12 credits are needed from CORE.		A maximum of 6 credits can contribute.		A maximum of 8 credits can contribute.		A maximum of 8 credits can contribute.	
General or Applied subject	4 per course (4 units)	Certificate I vocational qualification — maximum of 2 can count	2 or 3	A level of a recognised certificate or award in areas such as music, dance, drama, sport or community development	1	A one semester university subject undertaken while at school	2
A Senior External Examination	4						
VET Certificate II	4	Employment skills development program — only 1 can count	2	a negotiated community or self-directed project	1	A two semester university subject undertaken while at school	4
VET Certificate III—IV*	5, 6, 7 or 8						
Tailored training program	4	Re-engagement program — only 1 can count	2	160 hours (20 days) of structured workplace learning that an employer endorses	1	Units of competencies in a Diploma or Advanced Diploma over at least a semester (or its equivalent)	2
International learning program	4						
School-based apprenticeships and traineeships Cert III competencies On-the-job training	up to 2 4	Short course in literacy or numeracy developed by the QCAA	1 per course	General Extension subjects (e.g. English & Literature Extension)	2		

## ACHIEVE THE REQUIRED STANDARD...

COURSE OF STUDY	SET STANDARD
General subjects and Applied subjects	at least a Sound Level of Achievement
Vocational education and training	competence
University courses/subjects/units undertaken while still at school	at least a pass as defined by the course
International learning course of study	at least a pass as defined by the course
Workplace, community and self-directed	at least a pass as defined by the project

## and INCLUDE LITERACY AND NUMERACY...

LITERACY	NUMERACY
at least a Sound Level of Achievement in a semester of a General or Applied English subject; or	at least a Sound Level of Achievement in a semester of an General or Applied mathematics subject; or
a pass in a literacy course recognised by the QCAA (NRS Level 3 or above); or	a pass in a numeracy course recognised by the QCAA (NRS Level 3 or above); or
at least a Sound Level of Achievement in the Literacy strand of a short course on Literacy and/or Numeracy.	at least a Sound Level of Achievement in the Numeracy strand of a short course of Literacy and Numeracy.

\* Some Certificates III and IV are exempt and will attract less than 8 credits

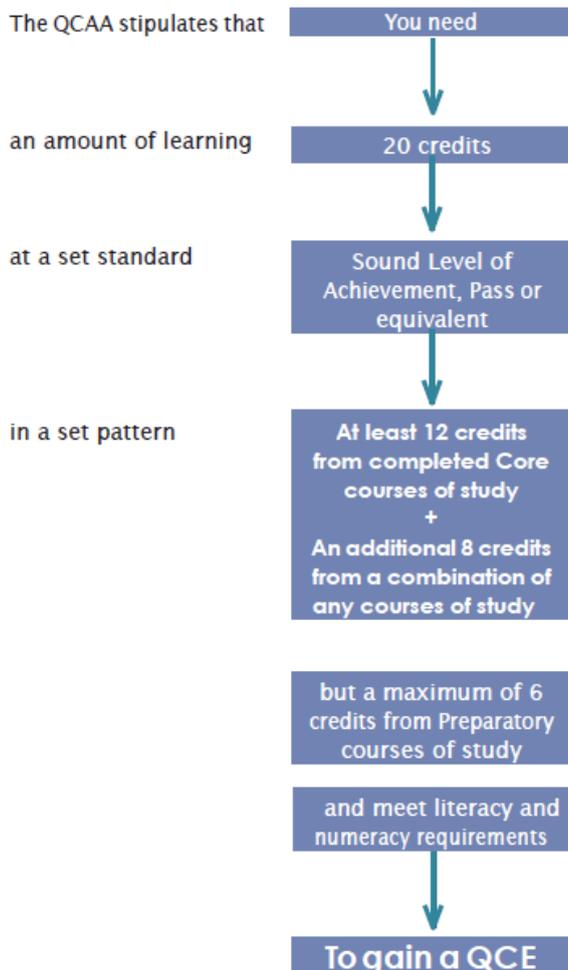
+ Students studying a program consisting of only Applied subjects must achieve at least a sound in 18 of the required 20 credits. Up to 2 from part-complete subjects may be Limited Achievement. (Semester 1 or 2 only)

## Queensland Certificate of Education (QCE)

Sunshine Beach State High School expects all students completing Year 12 to attain a QCE as a minimum qualification standard.

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

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



Students in Queensland are issued with a Senior Education Profile upon completion of Year 12. For more detailed information regarding QCAA requirements including the Senior Statement, you can download the [QCE handbook](#) from the QCAA website.

## Australian Tertiary Admission Rank (ATAR)

### What is an ATAR?

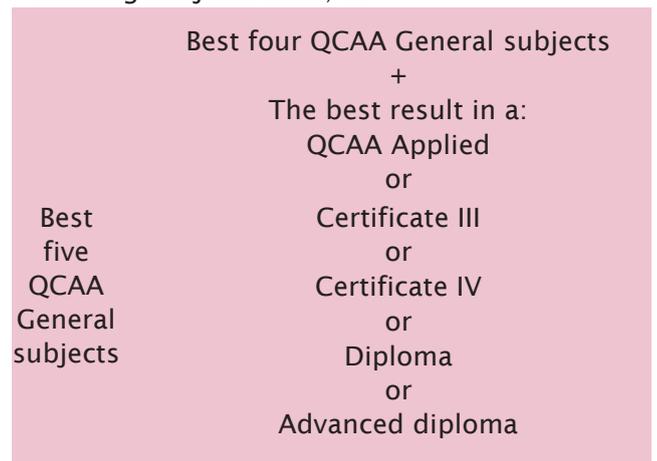
- The ATAR is a fine grained rank order of students.
- It's a number between 0.00 and 99.95 with increments of 0.05.
- The ATAR is commonly used in other states and territories of Australia.

### Calculating ATARs

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

QTAC will calculate ATARs based on either:

- a student's best five General subject results; or
- a student's best results in a combination of four General subject results, plus an applied learning subject result; or



English is a requirement for ATAR eligibility:

- Eligibility for an ATAR will require satisfactory completion of a QCAA General English subject.
- Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in a General English course.
- While students must meet this standard to be eligible to receive an ATAR it won't be mandatory for a student's General English result to be included in the calculation of their ATAR.

If a student is eligible for an ATAR in both above categories, QTAC will use their highest ATAR.

# English

Essential English

General English

Literature

English Literature Extension (Year 12 only)

# Essential English

Applied senior 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. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Language that works</b> <ul style="list-style-type: none"> <li>• Responding to a variety of texts used in and developed for a work context</li> <li>• Creating multimodal and written texts</li> </ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>• Responding to reflective and nonfiction texts that explore human experiences</li> <li>• Creating spoken and written texts</li> </ul>	<b>Language that influences</b> <ul style="list-style-type: none"> <li>• Creating and shaping perspectives on community, local and global issues in texts</li> <li>• Responding to texts that seek to influence audiences</li> </ul>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identifies, 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): Extended response — spoken/signed response	Summative internal assessment 3 (IA3): Extended response — Multimodal response
Summative internal assessment 2 (IA2): Common internal assessment (CIA)	Summative internal assessment (IA4): Extended response — Written response

# General English

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

## Summative assessments

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

# Literature

## General senior subject

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

## Summative assessments

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

# English Literature Extension (Year 12 only)

General senior subject

English & Literature Extension is an extension of both the English and the Literature syllabuses and should be read in conjunction with those syllabuses. To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.

By offering students the opportunity to specialise in the theorised study of literature, English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued. In English & Literature Extension, students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken/signed extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

## Pathways

English & Literature Extension is an Extension subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

## Objectives

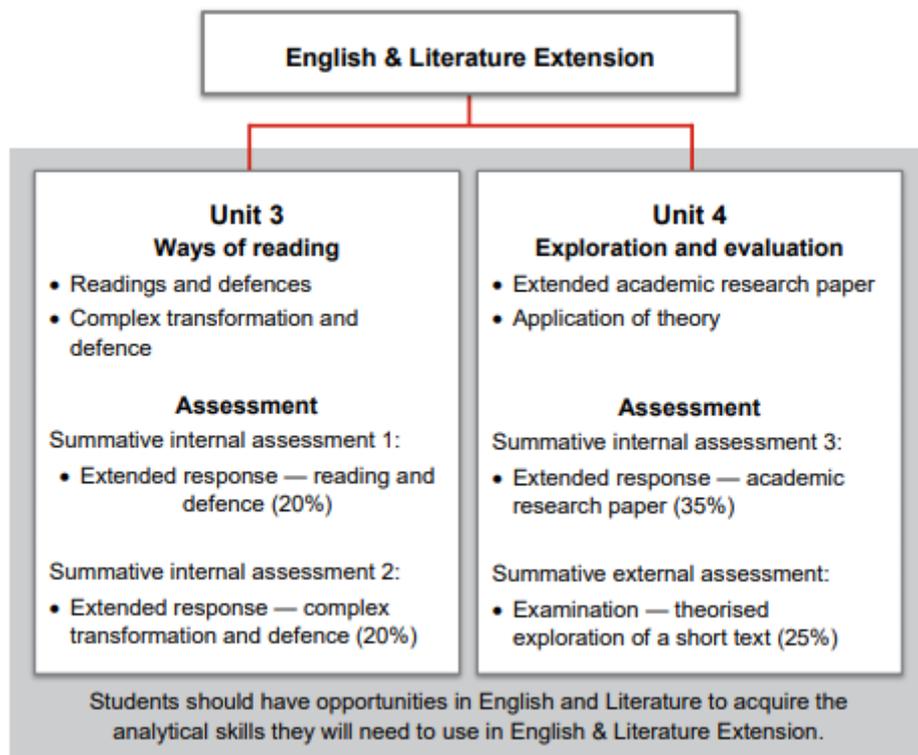
- demonstrate understanding of literary texts studied to develop interpretation/s
- demonstrate understanding of different theoretical approaches to exploring meaning in texts
- demonstrate understanding of the relationships among theoretical approaches
- apply different theoretical approaches to literary texts to develop and examine interpretations
- analyse how different genres, structures and textual features of literary texts support different interpretations
- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
- use textual features in extended analytical responses to create desired effects for specific audiences
- evaluate theoretical approaches used to explore different interpretations of literary texts
- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
- synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence

## Course Structure

English & Literature Extension is a course of study consisting of two units. Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners. English & Literature Extension is an extension of the General syllabuses in

English and Literature and should be read in conjunction with those syllabuses. The course is studied either concurrently with, or after, Units 3 and 4 of the general courses in either English, Literature or both. Because Units 1 and 2 of either English, Literature or both are prerequisites for this course, the two units that make up the subject English & Literature Extension are called Unit 3 and Unit 4.

Unit 3 in English & Literature Extension allows students to experience all syllabus objectives and begin engaging with the course subject matter. It is pre-requisite learning for Unit 4, which consolidates student learning. The results from Units 3 and 4 will contribute to ATAR calculations.



# Health and Physical Education

Excellence in Surfing

Health

Physical Education

Sport & Recreation

# Excellence in Surfing

## Excellence Program

### Objectives

The primary aim of the Sunshine Beach High Excellence in Surfing program is to equip students for success in life through the sport of Surfing. The Excellence in Surfing program has been developed due to the popularity of Surfing in our school region. The overall objective of the Excellence in Surfing program is not simply to develop skilled surfers within the key performance measures (Technical, Tactical, Mental Preparation, Equipment, Competitive Plan and Physical Fitness) but also the education of students regarding employment in the industry, personal development and strategies of hard work and determination for success.

### Pathways

Students graduating from SBSHS's Excellence in Surfing program are well equipped to pursue careers in local and international surf related industries such as Surf Lifesaving in Australia and overseas, Level 1 and Level 2 Surf Coaching, local and international surf guiding with established surf tour companies. Sunshine Beach State High believe the significance of surfers creating genuine career pathways through participation in sport cannot be overlooked. When current students observe past Surfing Excellence students working successfully in an appealing "lifestyle" career there exists a powerful and positive link between school and community. The nature of coaching students in a public environment provides a valuable opportunity for students from SBSHS to represent their school in a highly respectful manner which they consistently achieve. This ownership and investment in the Excellence in Surfing program from all motivated individuals forges a strong link between SBSHS and the community.

### Topics/Units

Students investigate coaching principles through completion of a Certificate II in Sports Coaching which is delivered via a collaboration between SBSHS and College of Sports Fitness (CSF). Public safety and surf rescue strategies are developed through a Certificate II in Public Safety (Aquatic Practice) through an established relationship with Noosa Heads SLSC and Surf Lifesaving Queensland. The Excellence in Surfing program is more than a series of physical training sessions and high performance coaching. Students involved in the Excellence in Surfing program are required to attend sports related theory sessions to develop key performance measures. Surfers develop an extensive knowledge, including fitness development, technical analysis, tactical preparation, organisational skills, judging, marketing and managerial aspects of the sport. SBSHS's holistic approach to Surfing Excellence coaching definitely assists developing resilient, resourceful, determined and globally aware young adults.

### Assessment

Students prepare a performance plan for senior surfing, focusing on the key performance measures. Students are assessed on individual performance techniques, tactical ability, wave selection, fitness level and competition strategies. Additionally they are required to complete a range of theory tasks including competencies within the modules of work and a Multi modal presentation.

# Health

General senior subject

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Resilience as a personal health resource</b>	<b>Peers and family as resources for healthy living</b> Alcohol (elective) Body image (elective)	<b>Community as a resource for healthy living</b> Homelessness (elective) Road safety (elective) Anxiety (elective)	<b>Respectful relationships in the post-schooling transition</b>

## Assessment

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

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

### Summative assessments

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

# Physical Education

General senior subject

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

## Summative assessments

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

# Sport & Recreation

Applied senior subject

Sport and recreation activities are a part of the fabric of Australian life and represent growth industries in Australian society. Sport and recreation activities can encompass aspects such as social and competitive sport, fitness programs and outdoor pursuits. These activities are an intrinsic part of Australian culture and for many people, form a substantial component of their leisure time. Participation in sport and recreation can also provide employment opportunities and make positive contributions to a person's total wellbeing.

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

Through the study of Sport and Recreation students will examine:

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

## 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:

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities.
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities

- use language conventions and textual features to achieve particular purposes.
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

## Structure

Sport & Recreation contains a variety of Practical and theoretical units of work. Many of the practical units are conducted off-site to provide students with a rich and varied experience of the recreation industry.

YEAR 11 STRUCTURE				
UNIT B Lawn Bowls Mental Health	UNIT B Racket Sport (Tennis) Psychology	UNIT D Coaching	UNIT D Officiating	UNIT A Lifesaving Motor Learning
YEAR 12 STRUCTURE				
UNIT A Rowing Skill Acquisition	UNIT H Cross Fit Training Principles	UNIT H Boxing Training Principles		

## Assessment

Students complete 2 assessment tasks for each unit. The assessment techniques used in Sport & Rec are:

Technique	Description	Response requirements
<b>Performance</b>	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<b>Performance</b> Performance: up to 4 minutes  <b>Investigation, plan and evaluation</b> One of the following: <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>
<b>Project</b>	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<b>Investigation and session plan</b> One of the following: <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> <b>Performance</b> Performance: up to 4 minutes  <b>Evaluation</b> One of the following: <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>

# Humanities

Ancient History

Business

Business Studies

Geography

Legal Studies

Modern History

Philosophy & Reason

Tourism

# Ancient History

General senior subject

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

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

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

## Pathways

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

## Objectives

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

1. comprehend terms, issues and concepts
2. devise historical questions and conduct research
3. analyse historical sources and evidence
4. synthesise information from historical sources and evidence
5. evaluate historical interpretations
6. create responses that communicate meaning.

## Structure

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

**\*\*Unit topics *italicised and bolded* are 2021 focus topics and could change in future years.**

## Assessment

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

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

## Summative assessments

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

# Business

General senior subject

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 and real-life 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, processes 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, interpret and synthesise business data and information. Students evaluate strategies using criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

## Pathways

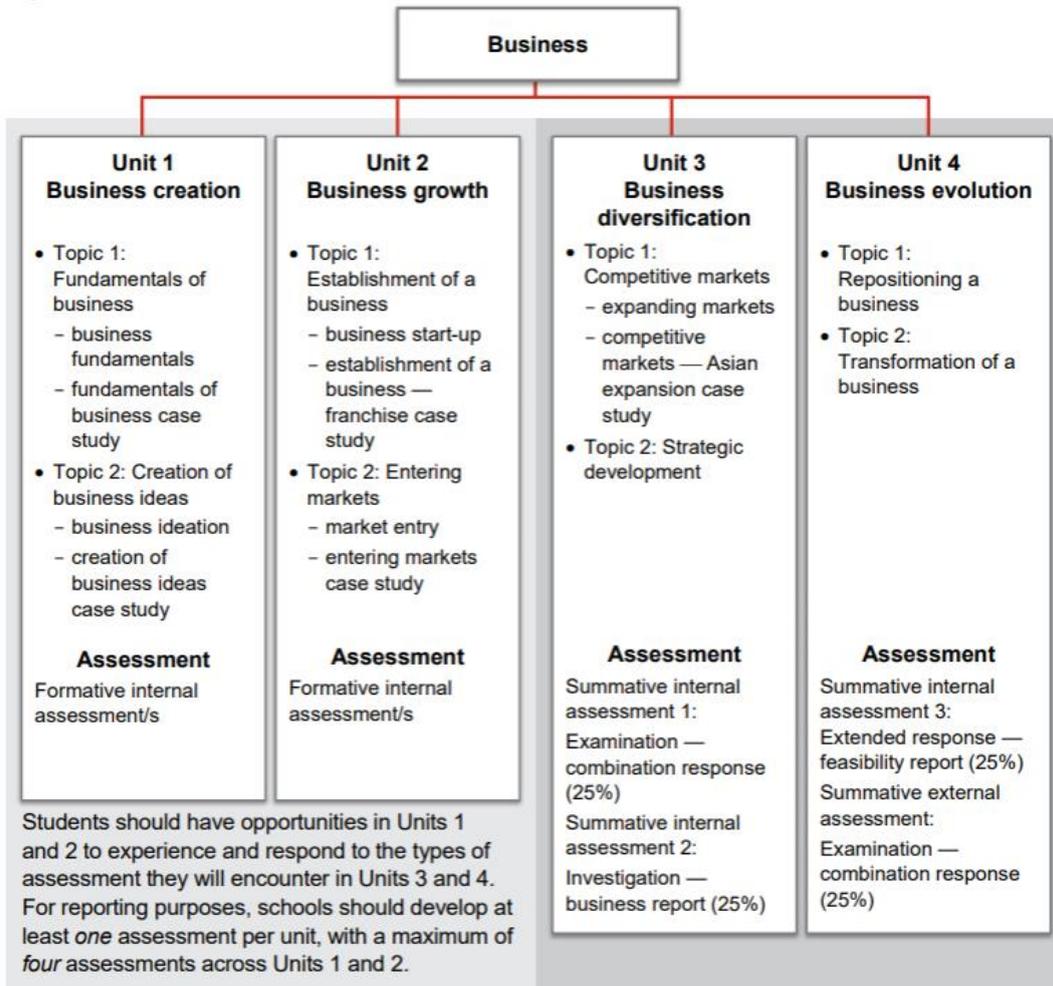
Business is a General subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. The study of Business provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers in the public, private and not-for-profit sectors. A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

## Objectives

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

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

## Structure



# Business Studies

Applied senior subject

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

A course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations.

Business practices provide the foundation of an organisation to enable it to operate and connect with its customers, stakeholders and community. The business practices explored in this course of study could include working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship.

In a course of study, students develop their business knowledge and understanding through applying business practices in business contexts, such as retail, health services, entertainment, tourism, travel and mining. Schools may offer a range of situations and experiences to engage in authentic learning experiences through connections within the school, local community or organisations, businesses and professionals outside of the school. These situations and experiences provide students with opportunities to develop skills important in the workplace to successfully participate in future employment.

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

## Pathways

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

## Objectives

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

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

## Structure

Business 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
<b>Unit option A</b>	Working in administration
<b>Unit option B</b>	Working in finance
<b>Unit option C</b>	Working with customers
<b>Unit option D</b>	Working in marketing
<b>Unit option E</b>	Working in events
<b>Unit option F</b>	Entrepreneurship

## Assessment

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

Technique	Description	Response requirements
<b>Extended response</b>	Students respond to stimulus related to a business scenario about the unit context.	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, 8 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>
<b>Project</b>	Students develop a business solution for a scenario about the unit context.	<b>Action plan</b> 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, 6 A4 pages, or equivalent digital media</li><li>• Spoken: up to 4 minutes, or signed equivalent</li><li>• Written: up to 600 words</li></ul> <b>Evaluation</b> 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, 6 A4 pages, or equivalent digital media</li><li>• Spoken: up to 4 minutes, or signed equivalent</li><li>• Written: up to 600 words</li></ul>

# Geography

General senior subject

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Legal Studies

General senior subject

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Beyond reasonable doubt</b> Legal foundations Criminal investigation process Criminal trial process Punishment and sentencing	<b>Balance of probabilities</b> Civil law foundations Contractual obligations Negligence and the duty of care	<b>Law, governance and change</b> Governance in Australia Law reform within a dynamic society	<b>Human rights in legal contexts</b> Human rights The effectiveness of international law Human rights in Australian contexts

## Assessment

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

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

### Summative assessments

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

# Modern History

General senior subject

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the modern world</b> Australian Frontier Wars, 1788–1930s Age of Enlightenment, 1750s–1789 Industrial Revolution, 1760s–1890s American Revolution, 1763–1783 French Revolution, 1789–1799 Age of Imperialism, 1848–1914 Meiji Restoration, 1868–1912	<b>Movements in the modern world</b> Australian Indigenous rights movement since 1967 Independence movement in India, 1857–1947 Workers' movement since the 1860s Women's movement since 1893 May Fourth Movement in China, 1919 Independence movement in Algeria, 1945–1962	<b>National experiences in the modern world</b> Australia, 1914–1949 England, 1707–1837 France, 1799–1815 New Zealand, 1841–1934 Germany, 1914–1945 United States of America, 1917–1945 Soviet Union, 1920s–1945 Japan, 1931–1967 China, 1931–1976 Indonesia, 1942–1975 India, 1947–1974 Israel, 1948–1993	<b>International experiences in the modern world</b> Australian engagement with Asia since 1945 Search for collective peace and security since 1815 Trade and commerce between nations since 1833 Mass migrations since 1848 Information Age since 1936 Genocides and ethnic cleansings since 1941 Nuclear Age since 1945 Cold War, 1945–1991

Unit 1	Unit 2	Unit 3	Unit 4
Boxer Rebellion, 1900–1901 Russian Revolution, 1905–1920s Xinhai Revolution, 1911–1912 Iranian Revolution, 1977–1979 Arab Spring since 2010 Alternative topic for Unit 1	Independence movement in Vietnam, 1945–1975 Anti-apartheid movement in South Africa, 1948–1991 African-American civil rights movement, 1954–1968 Environmental movement since the 1960s LGBTIQ civil rights movement since 1969 Pro-democracy movement in Myanmar (Burma) since 1988 Alternative topic for Unit 2	South Korea, 1948–1972	Struggle for peace in the Middle East since 1948 Cultural globalisation since 1956 Space exploration since 1957 Rights and recognition of First Peoples since 1982 Terrorism, anti-terrorism and counter-terrorism since 1984

## Assessment

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

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

## Summative assessments

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

# Philosophy & Reason

## General senior subject

Philosophy & Reason provides opportunities for students to investigate philosophical ideas that have shaped and continue to influence contemporary society, including what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us. Students recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. Students learn to understand and use reasoning to examine and analyse classical and contemporary ideas and issues, make rational arguments, espouse viewpoints and engage in informed discourse. They analyse arguments from a variety of sources and contexts, formalise arguments and choose appropriate techniques of reasoning to solve problems. Students develop skills essential to informed participation in the 21st century, such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity and credibility and collaboration and communication.

## Pathways

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

## Objectives

By the conclusion of the course of study, students will: define and use terminology explain concepts, methods, principles and theories interpret and analyse arguments, ideas and information organise and synthesise ideas and information to construct arguments evaluate claims and arguments inherent in theories, views and ideas create responses that communicate meaning to suit purpose.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Fundamentals of reason</b> The learning consists of the fundamental concept, skills, knowledge and understanding of the discipline of philosophy. There are no discrete topics in this unit.	<b>Reason in philosophy</b> <ul style="list-style-type: none"><li>• Philosophy of religion</li><li>• Philosophy of science</li><li>• Philosophy of mind</li></ul>	<b>Moral philosophy and schools of thought</b> <ul style="list-style-type: none"><li>• Moral philosophy</li><li>• Philosophical schools of thought</li></ul>	<b>Social and political philosophy</b> <ul style="list-style-type: none"><li>• Rights</li><li>• Political philosophy</li></ul>

## Assessment

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

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

## Summative assessments

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

# Tourism

Applied senior subject

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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 A	Tourism and travel
Unit option B	Tourism marketing
Unit option C	Tourism trends and patterns
Unit option D	Tourism regulation
Unit option E	Tourism industry and careers

## Assessment

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

Technique	Description	Response requirements
<b>Investigation</b>	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>
<b>Project</b>	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, 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>

# Languages

Italian

# Italian

General senior subject

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>La mia vita</b> <b>My world</b> Family/carers and friends Lifestyle and leisure Education	<b>Esplorando il mondo</b> <b>Exploring our world</b> Travel Technology and media The contribution of Italian culture to the world	<b>La nostra società</b> <b>Our society</b> Roles and relationships Socialising and connecting with my peers Groups in society	<b>Il mio futuro</b> <b>My future</b> Finishing secondary school, plans and reflections Responsibilities and moving on

## Assessment

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

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

## Summative assessments

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

# Mathematics

Essential Mathematics  
General Mathematics  
Mathematical Methods  
Specialist Mathematics

# Essential Mathematics

Applied senior subject

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# General Mathematics

General senior subject

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Mathematical Methods

General senior subject

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

## Summative assessments

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

# Specialist Mathematics

General senior subject

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

### Summative assessments

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

# Science

Aquatic Practices

Biology

Chemistry

Environmental Science

Marine Science

Physics

Psychology

# Aquatic Practices

Applied senior subject

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 make recommendations for activities in aquatic contexts.

## 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
<b>Unit 1</b>	<b>Using the Aquatic Environment</b> <i>Snorkelling Boating</i>
<b>Unit 2</b>	<b>Aquatic Ecosystems</b> <i>Rocky Shore, Mangroves, Bush Tucker</i>
<b>Unit 3</b>	<b>Recreational and commercial fishing</b> <i>North West Island, Knotboard, Island Data Investigation</i>
<b>Unit 4</b>	<b>Coastline and Navigation</b> <i>Navigation and Sai Training</i>

## Assessment

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

Technique	Description	Response requirements
<b>Applied investigation</b>	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>
<b>Practical project</b>	Students use practical skills to complete a project in response to a scenario.	<p><b>Completed project</b></p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Product: 1</li> <li>• Performance: up to 4 minutes</li> </ul> <p><b>Documented process</b></p> <p>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>

# Biology

General senior subject

Biology provides opportunities for students to engage with living systems.

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Chemistry

General senior subject

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

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

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

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

## Pathways

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

## Objectives

By the conclusion of the course of study, students will: describe and explain scientific concepts, theories, models and systems and their limitations apply understanding of scientific concepts, theories, models and systems within their limitations analyse evidence interpret evidence investigate phenomena evaluate processes, claims and conclusions communicate understandings, findings, arguments and conclusions.

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Environmental Science

General senior subject

Environmental Science is an interdisciplinary subject that provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere.

Students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. They investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. They examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. They 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.

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

## Pathways

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

## Structure

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

# Marine Science

General senior subject

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. In Unit 1, students develop their understanding of oceanography. In Unit 2, they engage with the concept of marine biology. In Unit 3, students study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked in Unit 4 with ocean issues and resource management where students apply knowledge from Unit 3 to consider the future of our oceans and techniques for managing fisheries. 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.

## Pathways

Marine Science is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

## Objectives

Marine Science aims to develop students':

- sense of wonder and curiosity about the complexity of marine life and a respect for all living things and the environment
- appreciation of global stewardship, which involves an understanding of the value systems associated with the marine environment and its importance in maintaining biological support systems
- interpretation of scientific evidence to make judgments and decisions about the effective management of the marine environment
- investigative skills that can be used to evaluate environmental issues and their potential to affect the fragility of marine environments
- understanding of how marine 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 marine science concepts, theories and models related to marine systems at all scales, from species to ecosystem
- appreciation of how marine knowledge has developed over time and continues to develop; how scientists use marine science in a wide range of applications; and how marine 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 marine science understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Oceanography</b> <ul style="list-style-type: none"> <li>• An ocean planet</li> <li>• The dynamic shore</li> </ul>	<b>Marine biology</b> <ul style="list-style-type: none"> <li>• Marine ecology and biodiversity</li> <li>• Marine environmental management</li> </ul>	<b>Marine systems — connections and change</b> <ul style="list-style-type: none"> <li>• The reef and beyond</li> <li>• Changes on the reef</li> </ul>	<b>Ocean issues and resource management</b> <ul style="list-style-type: none"> <li>• Oceans of the future</li> <li>• Managing fisheries</li> </ul>

## Assessment

In Units 1 and 2 students will complete formative assessment items including a data test, a student experiment and a research investigation.

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

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

# Physics

General senior subject

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

## Summative assessments

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

# Psychology

General senior subject

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Technologies

Design

Digital Solutions

Early Childhood Studies

Engineering

Fashion Skills

Food & Nutrition

Furnishing Skills

Hospitality Practices

Industrial Graphics Skills

Information & Communication Technologies

# Design

General senior subject

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Design in practice</b> Experiencing design Design process Design styles	<b>Commercial design</b> Explore — client needs and wants Develop — collaborative design	<b>Human-centred design</b> Designing with empathy	<b>Sustainable design</b> Explore — sustainable design opportunities Develop — redesign

## Assessment

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

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

### Summative assessments

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

# Digital Solutions

General senior subject

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Early Childhood Studies

Applied senior subject

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
<b>Unit option A</b>	Play and creativity
<b>Unit option B</b>	Literacy and numerary
<b>Unit option C</b>	Children's development
<b>Unit option D</b>	Children's wellbeing
<b>Unit option E</b>	Indoor and outdoor environments
<b>Unit option F</b>	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
<b>Investigation</b>	Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.	<b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
<b>Project</b>	Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity.	<b>Play-based learning activity</b> Implementation of activity: up to 5 minutes <b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

# Engineering

General senior subject

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

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

## Pathways

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

## Objectives

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

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

## Course structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Engineering fundamentals and society</b></p> <ul style="list-style-type: none"> <li>· Topic 1: Engineering history</li> <li>· Topic 2: The problem-solving process in Engineering</li> <li>· Topic 3: Engineering communication</li> <li>· Topic 4: Introduction to engineering mechanics</li> <li>· Topic 5: Introduction to engineering materials</li> </ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Emerging technologies</b></p> <ul style="list-style-type: none"> <li>· Topic 1: Emerging needs</li> <li>· Topic 2: Emerging processes and machinery</li> <li>· Topic 3: Emerging materials</li> <li>· Topic 4: Exploring autonomy</li> </ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Statics of structures and environmental considerations</b></p> <ul style="list-style-type: none"> <li>· Topic 1: Application of the problem-solving process in Engineering</li> <li>· Topic 2: Civil structures and the environment</li> <li>· Topic 3: Civil structures, materials and forces</li> </ul> <p><b>Assessment</b> Summative internal assessment 1: Project — folio (25%)</p>	<p><b>Machines and mechanisms</b></p> <ul style="list-style-type: none"> <li>· Topic 1: Machines in society</li> <li>· Topic 2: Materials</li> <li>· Topic 3: Machine control</li> </ul> <p><b>Assessment</b> Summative internal assessment 3: Project — folio (25%)</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): Project - folio	25%	Summative internal assessment 3 (IA3): Project - folio	25%
Summative internal assessment 2 (IA2): Examination	25%	Summative external assessment (EA): Examination	25%

# Fashion

Applied senior subject

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations, including fashion design, production, merchandising and sales.

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

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

## Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

## Objectives

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.

## Structure

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

Unit option	Unit title
Unit option A	Fashion designers
Unit option B	Historical fashion influences
Unit option C	Slow fashion
Unit option D	Collections
Unit option E	Industry trends
Unit option F	Adornment

## Assessment

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

Technique	Description	Response requirements
<b>Project</b>	Students design and produce fashion garment/s, drawings, collections or items.	<p><b>Fashion product</b> Product: fashion garment/s</p> <p><b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>
<b>Project</b>	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	<p><b>Awareness campaign promoting sustainable fashion practices</b> Product: awareness campaign that uses technology, e.g. a fashion shoot, promotional or instructional video or blog</p> <p><b>Planning and evaluation</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>

# Food & Nutrition

General senior subject

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Food science of vitamins, minerals and protein</b> Introduction to the food system Vitamins and minerals Protein Developing food solutions	<b>Food drivers and emerging trends</b> Consumer food drivers Sensory profiling Labelling and food safety Food formulation for consumer markets	<b>Food science of carbohydrate and fat</b> The food system Carbohydrate Fat Developing food solutions	<b>Food solution development for nutrition consumer markets</b> Formulation and reformulation for nutrition consumer markets Food development process

## Assessment

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

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

### Summative assessments

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

# Furnishing Skills

Applied senior subject

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, 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
<b>Unit option A</b>	Furniture-making
<b>Unit option B</b>	Furniture-making
<b>Unit option C</b>	Interior furnishing
<b>Unit option D</b>	Production in the domestic furniture industry
<b>Unit option E</b>	Production in the commercial furniture industry
<b>Unit option F</b>	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
<b>Practical demonstration</b>	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	<p><b>Practical demonstration</b> Practical demonstration: the skills and procedures used in 3–5 production processes</p> <p><b>Documentation</b> Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</p>
<b>Project</b>	Students manufacture a product and document the manufacturing process.	<p><b>Product</b> Product: 1 multi-material furniture product manufactured using the skills and procedures in 5–7 production processes</p> <p><b>Manufacturing process</b> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</p>

# Hospitality Practices

Applied senior subject

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

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

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

## Pathways

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

## Objectives

- By the conclusion of the course of study, students should:
- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.

## Structure

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

Unit option	Unit title
Unit option A	Culinary trends
Unit option B	Bar and barista basics
Unit option C	In-house dining
Unit option D	Casual dining
Unit option E	Formal dining
Unit option F	Guest services

## Assessment

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

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

# Industrial Graphics Skills

Applied senior subject

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, 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
<b>Unit option A</b>	Drafting for residential building
<b>Unit option B</b>	Computer-aided manufacturing
<b>Unit option C</b>	Computer-aided drafting — modelling
<b>Unit option D</b>	Graphics for the construction industry
<b>Unit option E</b>	Graphics for the engineering industry
<b>Unit option F</b>	Graphics for the furnishing industry

## Assessment

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

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

# Information & Communication Technology

Applied senior subject

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, 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 and 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
<b>Unit option A</b>	Robotics
<b>Unit option B</b>	App development
<b>Unit option C</b>	Audio and video production
<b>Unit option D</b>	Layout and publishing
<b>Unit option E</b>	Digital imaging and modelling
<b>Unit option F</b>	Web development

## Assessment

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

Technique	Description	Response requirements
<b>Product proposal</b>	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
<b>Project</b>	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

# The Arts

**Dance**

**Drama**

**Media Arts in Practice**

**Music**

**Music Extension (Composition - Year 12 only)**

**Music Extension (Musicology – Year 12 only)**

**Music Extension (Performance – Year 12 only)**

**Film, Television and New Media**

**Visual Art**

# Dance

General senior subject

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

## Summative assessments

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

# Drama

General senior subject

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Media Arts in Practice

Applied senior subject

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

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

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

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

## Pathways

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

## Objectives

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

- 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
<b>Project</b>	Students make and evaluate a design product and plan a media artwork that is the focus of the unit.	<p><b>Design product</b> Design product must represent:</p> <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> <p><b>Planning and evaluation of design product</b> One of the following:</p> <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>
<b>Media artwork</b>	Students implement the design product from the project to make a media artwork that is the focus of the unit.	<p><b>Media artwork</b> One of the following:</p> <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>

# Music

General senior subject

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Designs</b> Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p>	<p><b>Identities</b> Through inquiry learning, the following is explored:</p> <p>How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</p>	<p><b>Innovations</b> Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p><b>Narratives</b> Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</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): Performance	20%	Summative internal assessment 3 (IA3): Integrated project	35%
Summative internal assessment 2 (IA2): Composition	20%		
Summative external assessment (EA): 25% Examination			

# Music Extension (Composition)

Music Extension (Composition) is an extension of the Music General senior syllabus and can be studied in Year 12 only. Students must be currently enrolled in the parent subject (Year 12 Music) to be eligible for enrolment in Music Extension.

General senior subject

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

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

## Pathways

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

## Objectives

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

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

## Structure

Unit 3	Unit 4
<b>Explore</b> Key idea 1: Initiate best practice Key idea 2: Consolidate best practice	<b>Emerge</b> Key idea 3: Independent best practice

## Assessment

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

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Composition 1	20%	Summative internal assessment 3 (IA3): Composition project	35%
Summative internal assessment 2 (IA2): Composition 2	20%		

# Music Extension (Musicology)

Music Extension (Musicology) is an extension of the Music General senior syllabus and can be studied in Year 12 only. Students must be currently enrolled in the parent subject (Year 12 Music) to be eligible for enrolment in Music Extension.

## General senior subject

Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation. In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

## Pathways

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

## Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- analyse music investigate music synthesise information

## Structure

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

## Assessment

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

## Summative assessments

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

# Music Extension (Performance)

Music Extension (Performance) is an extension of the Music General senior syllabus and can be studied in Year 12 only. Students must be currently enrolled in the parent subject (Year 12 Music) to be eligible for enrolment in Music Extension.

## General senior subject

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

## Summative assessments

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

# Film, Television & New Media

General senior subject

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Foundation</b></p> <p>Concept: technologies How are tools and associated processes used to create meaning?</p> <p>Concept: institutions How are institutional practices influenced by social, political and economic factors?</p> <p>Concept: languages How do signs and symbols, codes and conventions create meaning?</p>	<p><b>Story forms</b></p> <p>Concept: representations How do representations function in story forms?</p> <p>Concept: audiences How does the relationship between story forms and meaning change in different contexts?</p> <p>Concept: languages How are media languages used to construct stories?</p>	<p><b>Participation</b></p> <p>Concept: technologies How do technologies enable or constrain participation?</p> <p>Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups?</p> <p>Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?</p>	<p><b>Identity</b></p> <p>Concept: technologies How do media artists experiment with technological practices?</p> <p>Concept: representations How do media artists portray people, places, events, ideas and emotions?</p> <p>Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</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): Case study investigation	15%	Summative internal assessment 3 (IA3): Stylistic project	35%
Summative internal assessment 2 (IA2): Multi-platform project	25%		
Summative external assessment (EA): 25% Examination — extended response			

# Visual Art

General senior subject

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Art as lens</b> Through inquiry learning, the following are explored: Concept: lenses to explore the material world Contexts: personal and contemporary Focus: People, place, objects Media: 2D, 3D, and time-based</p>	<p><b>Art as code</b> Through inquiry learning, the following are explored: Concept: art as a coded visual language Contexts: formal and cultural Focus: Codes, symbols, signs and art conventions Media: 2D, 3D, and time-based</p>	<p><b>Art as knowledge</b> Through inquiry learning, the following are explored: Concept: constructing knowledge as artist and audience Contexts: contemporary, personal, cultural and/or formal Focus: student-directed Media: student-directed</p>	<p><b>Art as alternate</b> Through inquiry learning, the following are explored: Concept: evolving alternate representations and meaning Contexts: contemporary and personal, cultural and/or formal Focus: continued exploration of Unit 3 student-directed focus Media: student-directed</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): Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% Examination			

# Vocational Education & Training

**Certificate II Engineering Pathways**

**Certificate III Fitness**

**Certificate III Visual Art**

**Certificate IV Justice Studies**

**Certificate I – III via TAFE Queensland**



# MEM20413 CERTIFICATE II IN ENGINEERING PATHWAYS

## FORMULA HIGH SCHOOL – RACECAR BUILD PROGRAM

External Registered Training Organisation:

**Formula Student®**

**RTO Number 41124**

**VET: CODE - VEP**

**(QCE Credits 4)**

### Subject Description

A course of study in Engineering comprising of a mandatory study area core unit of work, integrated throughout the course of study, and a specified number of units of study, as prescribed by the particular strand or strands chosen, integrated throughout the course of study.

This Engineering course has been designed as a project-based or activity-based course of study with the emphasis on using current industry practice and safe technological processes to complete tasks through the fabrication and construction of a Formula High School® race car in a workshop or simulated workplace environment. Projects and practical activities set the context within which the key elements of the course are delivered and provide the means for the consolidation and application of skills and knowledge.

Skills taught are authentic and credible. Students are instructed by the trainers and/or carry out blended learning utilising video instruction to gain an understanding of the task plus underpinning knowledge and skill of what is required as an outcome. The student is assigned a task to manufacture, and the steps required to achieve the outcome. The component manufacture is broken down into the various step by step work tasks. The course is designed to develop knowledge and skills within the engineering and manufacturing industry, from the language used to the processes and methods and the quality assurances around building an item for consumer usage.

This course of study is flexible to accommodate new and emerging technologies in the manufacturing industries and the wide range of interests and abilities of the students who study it.

### Course Outline

Code	Competency	Code	Competency
MEM13014A	Apply principles of OH&S in the work environment (CORE UNIT)	MEM16006A	Organise and communicate information
MEMPE005A	Develop a career plan for the engineering and manufacturing industry (CORE UNIT)	MEM16008A	Interact with computer technology
MEMPE006A	Undertake a basic engineering project (CORE UNIT)	MEM18001C	Use hand tools
MSAENV272B	Participate in environmentally sustainable work practices (CORE UNIT)	MEM18002B	Use power tools/hand held operations
MEMPE004A	Use fabrication equipment	MEMPE001A	Use engineering workshop machines
MSAPMUSP106A	Work in a team	MEMPE002A	Use electric welding machines

## Prerequisites

Students must have completed Year 9. Students must be eligible for VETiS funding. Students will be assessed for eligibility prior to confirmation of enrolment. Students are eligible to complete one VETiS funded qualification whilst at school. For Queensland Government information about VETiS eligibility please see <https://desbt.qld.gov.au/training/training-careers/incentives/vetis> or contact us for further information. Students who are not eligible for VETiS funding may access the program on a fee-paying basis under a payment program. Contact Formula Student for further information.

## Assessment Summary

Assessment is carried out taking into account the clustered nature of training and assessment, through observable behaviour assessment by the teacher and questioning either by the trainer or through assessment quizzes. For a student to be assessed as competent in a unit of competency, they must be assessed over time on multiple occasions for each of the Performance Criteria within a Unit of Competency. Students have multiple opportunities for assessment due to the nature of assessment. If it is deemed that the student has had multiple opportunities and is still not able to achieve competency, then the student is determined to be Not Competent.

**Safety in the workplace is an important aspect of the course and will be evident in student projects and assessment. Safety glasses must be worn at all times in the workshop. Students must wear steel capped shoes/workboots and supplied PPEs at all times in the workshop. Overalls or long sleeved shirt and trousers will be required for all welding activities.**

## Formula Student contact for further information:

RTO Code: 41124

Email: [info@formulastudent.edu.au](mailto:info@formulastudent.edu.au); Phone: 0421 751619; <https://www.formulastudent.edu.au>

Disclaimer: All information contained is accurate at the time of publication.

See more about this program at our Facebook page:



**SEE VIDEO FOOTAGE OF OUR PROGRAM AT <https://www.formulastudent.edu.au/media>**

*Approved by RTO Manager  
Correct at time of publication*

**NB:** Year 11 Engineering Pathways program will include the study of 2 units from industrial Technology Skills syllabus in preparation for certificate completion. Certificate starts Term 4, Year 11.

**REGISTERED TRAINING ORGANISATION**

Binnacle Training (RTO Code: 31319)

**DELIVERY OVERVIEW**

SIS30321 Certificate III in Fitness: This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

Students facilitate programs within their school community including:

- Community fitness programs
- Strength and conditioning for athletes and teams
- on-1 and group fitness sessions with male adults, female adults and older adult clients.

Upon successful completion students will achieve a maximum 8 QCE credits.

**ENTRY REQUIREMENTS**

At enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia.

**LANGUAGE, LITERACY AND NUMERACY SKILLS**

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's [Student Information](#) document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

**COURSE OUTLINE**

Students will participate in the delivery of a range of fitness programs and services to clients within their school community. Students will have exposure to 3 Excursions/Incursions with industry professionals that work with the class to develop industry specific skills and training experience. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness sessions, including with older adult clients. This program also includes a [First Aid](#) qualification and [CPR](#) certificate.

**ASSESSMENT**

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff). A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks with hands-on activities involving participants/clients
- Group work

Approved by RTO Manager

Correct at time of publication

- Practical experience within the school sporting programs and fitness facility

**Units of Competency**

*HLTAID011 Provide First Aid*  
*SISFFIT035 Plan group exercise sessions*  
*HLTWHS001 Participate in workplace health and safety*  
*SISFFIT036 Instruct group exercise sessions*  
*SISXEMR001 Respond to emergency situations*  
*SISFFIT032 Complete pre-exercise screening and service orientation*  
*SISXIND001 Work effectively in sport, fitness and recreation environments*  
*SISFFIT033 Complete client fitness assessments*  
*SISXIND002 Maintain sport, fitness and recreation industry knowledge*  
*SISFFIT052 Provide healthy eating information*  
*BSBSUS211 Participate in sustainable work practices*  
*SISFFIT040 Develop and instruct gym-based exercise programs for individual clients*  
*BSBOPS304 Deliver and monitor a service to customers*  
*SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise*  
*BSBPEF301 Organise personal work priorities*

**PATHWAYS**

The Certificate III in Fitness will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a fitness instructor, community coach, sports coach, athlete, or activity assistant.

**Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR.**

**For further information please visit**

<https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar>

Students may also choose to continue their study by completing the Certificate IV in Fitness at another RTO.

**COST**

- **\$365.00 Cert 3 Fitness Program Fee**
- **\$55 – First Aid Program Fee (N/A if First Aid is already current)**
- **Total Cost: \$420.00**

**PROGRAM DISCLOSURE STATEMENT**

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).

To access Binnacle's PDS, visit: [www.binnacletraining.com.au/rto](http://www.binnacletraining.com.au/rto) and select 'RTO Files'.



# CUA31120 Certificate III IN VISUAL ART

RTO – Sunshine Beach State High School

National Provider Number – 30439

Course length – 4 semesters

## Why study Certificate III Visual Arts?

This course encourages personal development in a variety of creative media and techniques. It is an excellent foundation course, offering a broad range of artistic skills and experiences.

## Course Outline

Competency	Description
BSBWHS211	Contribute to the health and safety of self and others
CUAACD201	Develop drawing skills to communicate ideas
CUAPPR311	Produce creative work
CUARES301	Apply knowledge of history and theory to own arts practice
CUADES301	Explore the use of colour
CUADRA311	Produce drawings
CUAPAI311	Produce paintings
CUACER311	Produce ceramic works
CUADIG315	Produce digital images
CUAPHI312	Capture photographic images
CUADIG303	Produce and prepare photo images
CUAPPR312	Document the creative work progress

## How do students learn?

In the first year of this certificate course students explore the materials and techniques involved in creating drawing, painting and ceramic artworks. The second year of the course explores the equipment and techniques involved in creating photographic images. Students experience photography as a means of communication through a range of topics and learn digital manipulation and editing skills.

There is a high expectation of independent work in covering some elements of these units. Students will be expected to work under limited supervision in their own time to fulfil requirements of the training package.

## How are students assessed?

Assessment will be mostly practical in nature with written supporting tasks. Assessment methods include practical exercises such as the development of drawings, paintings, digital images as well as assignments, folios and/or presentations.

In Art, students will be expected to hand in a visual diary each term with their folio of work/s and supporting information.

In Photography, students will be assessed through their folio of practical work for each topic along with written lead up tasks and supportive information.

To enrol in this subject, it is recommended that students have a genuine interest in both Visual Art and Photography.

*Approved by RTO Manager  
Correct at time of publication*

# 10971 NAT CERTIFICATE IV in Justice Studies

Certificate IV in Justice Studies		Duration:	2 years
<b>Qualification description:</b>	<p>Certificate IV in Justice Studies is an accredited course. The Certificate IV in Justice Studies is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.</p> <p>Aims: The Certificate IV in Justice Studies course is designed to</p> <ul style="list-style-type: none"> <li>provide students with a broad understanding of the justice system</li> <li>develop the personal skills and knowledge which underpin employment in the justice system.</li> </ul>		
<b>Entry requirements:</b>	<p>Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.</p> <p>Attitude – students need to demonstrate independent learning skills</p>		
<b>Qualification packaging rules:</b>	<p>To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed.</p>		
<b>Units of Competency delivered:</b>	<ol style="list-style-type: none"> <li>NAT10971001 Provide information and referral advice on justice-related issues</li> <li>NAT10971002 Prepare documentation for court proceedings</li> <li>NAT1097003 Analyse social justice issues</li> <li>BSBXC401 Apply communication strategies in the workplace</li> <li>PSPREG033 Apply Regulatory Powers</li> <li>BSBLEG421 Apply understanding of the Australian Legal System</li> <li>BSBPEF402 Develop personal work priorities</li> <li>BSBLEG523 Apply legal principles in tort law matters</li> <li>PSPREG010 Prepare a brief of evidence</li> <li>BSBLDR414 Lead team effectiveness. or</li> <li>PSPREG012 Gather Information through interviews</li> </ol>		
<b>Learning experiences:</b>	<p>Content is delivered in a classroom environment through Legal Studies/Certificate IV in Justice Studies classes or via an online plus face-to face option. Course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory workshops with industry professionals</p> <p><b>Technology required: access to the internet</b></p>		
<b>Assessment:</b>	<p>Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.</p>		
<b>Pathways:</b>	<p>The Certificate IV in Justice Studies is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.</p>		
<b>Course Costs:</b>	<p>\$750 up-front fee (current at 12<sup>th</sup> June 2023)</p>		
<b>Further information</b>	<p>Refund Policy: Refund for students exiting a certificate course is on prorate basis related to the unit/s of competency covered (less a \$50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal.</p>		

# TAFE at School Program 2024



Programs delivered one day per week over one school year\*. Certificate I and II programs are fully subsidised under VETiS funding for eligible students\*. Certificate III courses incur fees which can be found at [www.tafeqld.edu.au](http://www.tafeqld.edu.au)

\*unless otherwise specified

Applications open on 11 July. To apply go to [tafeapply.com](http://tafeapply.com) and enter code **TQEC2301** to access application form.

## **Nambour Campus**

CPC10120 Certificate I in Construction  
ACM20121 Certificate II in Animal Care  
AUR20720 Certificate II in Automotive Vocational Preparation  
UEE22020 Certificate II in Electrotechnology  
Certificate II in Plumbing Services  
AHC21216 Certificate II in Rural Operations  
CUA31020 Certificate III in Screen and Media (Film & TV stream)

## **Mooloolaba Campus**

CHC22015 Certificate II in Community Services  
MST20616 Certificate II in Applied Fashion Design and Technology  
SHB20116 Certificate II in Retail Cosmetics  
SHB20216 Certificate II in Salon Assistant  
ICT30120 Certificate III in Information Technology (Networking stream)

## **Maroochydore Coastal Cookery Trade Training Centre**

SIT20416 Certificate II in Kitchen Operations

## **Sunshine Coast Health Institute (SCHI)**

HLT23215 Certificate II in Health Support Services

## **Online**

BSB30120 Certificate III in Business  
HLT33115 Certificate III in Health Services Assistance (upgrade from HLT23215 Certificate II in Health Support Services)  
CHC22015 Certificate II in Community Services (Early Childhood stream)

© TAFE Queensland 2021 - RTO 0275 - CRICOS 03020E - HEP PRV13003

001 TMP F v 2.0 (16/06/21)

© TAFE Queensland. Uncontrolled copy if printed. Refer to TAFE Queensland intranet for current version of document.

# Distance Education

# Distance Education

The department provides Distance Education services through 7 state Schools of Distance Education which were established to provide a schooling service to geographically isolated and other home-based students with limited educational choice.

Additionally, Schools of Distance Education provide services to enhance learning opportunities by offering wider subject choice for mainstream school students and providing a service for by choice home-based learners and students in a range of alternative education centres.

Some students would like to study another language or have come from a school where they have studied a different Language.

Distance Education is offered by:

- Brisbane School of Distance Education
- Cairns School of Distance Education

The school can process an enrolment for the student however you must be aware that there are extra fees that will be invoiced to the family / guardians. The fee changes every year so will not be available until next year for new students. This year it was approx. \$150 per year.

The Languages available are:

Japanese

French

German

Spanish

Chinese

Chinese Extension

These are the most common.

\*\* If there is any other subject that you would be interested in doing via Distance Education that we do not offer here at Sunshine Beach High please see Ms McGrechan.

\*\* Students must be independent learners and able to use their time effectively as the course is online and students must attend the online classes as this is considered their attendance.

\*\* Please note that to do a Language in senior you must have been studying the language or have a language that you speak at home for at least 3 years and will have to do a Diagnostic Test before Enrolment will be approved.

**If interested you must see Ms Suanne McGrechan in the Admin building in the International Office.**

Suanne McGrechan

HOD Global Engagement & Culture

Phone: 07 5440 4221

Email: smcgr38@eq.edu.au